



The Westminster School

Head Teacher Appointment Pack June 2019



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1. Welcome from the Chair of Governors

Dear Candidate

Thank you for showing an interest in applying for the Head Teacher position at our School. The post is available due to the impending retirement of our wonderful, and long serving Head, Mrs Chris Hill. This is a wonderful opportunity to join, and lead, a truly outstanding School. We are looking to appoint a dynamic, enthusiastic and talented leader. A person who will focus relentlessly on providing the very best for each and every student.

The Westminster School has a culture whereby every individual is respected and valued. Our staff are expected to, and do, work extremely hard to develop, and deliver a personalised curriculum for all students. As a result, students make outstanding progress. Many aspects of our work are recognised nationally as being innovative, and its impact on the lives of students is literally life changing.

You will see that our letterhead contains the logos of several National Organisations. These reflect the excellent work of the School. It is not our policy to focus upon just gaining awards. They are the result of the outstanding curriculum and fantastic staff team. For example, Investors in People Platinum, the first in the country, Learning Outside of the Classroom, Careers Quality, Parent Partnership Award, to name but a few.

In November 2017 Ofsted visited the School, their initial short visit was turned into a Full Inspection. The report says it all, and although the Inspectors struggled to identify any areas of improvement it reflects the School's culture that we continue to further raise aspirations for all.

I wish you all the best, and if you do choose to apply for this position and are selected for interview, look forward to meeting you.

Yours faithfully



Ken Ellis
Chair of the Governing Body



2. School Information

The Westminster School is an outstanding special School in Rowley Regis, catering for students with moderate learning difficulties plus additional needs aged 7-19 years old.

We offer our students a broad and balanced curriculum, whilst aiming to meet their individual special educational needs. The School is committed to equal opportunities, and all students are expected to leave School with accredited qualifications. Preparation for life takes on a more prominent role as students progress through the School. At all times they are expected to work and behave responsibly, showing respect and consideration for others.

Our latest Ofsted inspection (2017) reported that we are an outstanding School, with many strengths including, quality of teaching and learning, behaviour and safety.

Our new state of the art building in Rowley Regis offers outstanding facilities for our students. The success of a School lies in the successes and achievements of its students. We provide our young people with a high quality, enjoyable education.

Important Links

<http://thewestminsterSchool.co.uk/>

Our Students...



At The Westminster School we know that we can provide a better quality of education for students when we work in partnership with parents, carers, governors, the Local Authority and the wider community.

Parents, guardians and carers are always welcome at The Westminster School.

Our students understand that their parents, guardians and carers are involved in what goes on at School and that we work well together.

3. Are you our new Head Teacher?

Do you want to lead an exceptionally effective School team and make a difference to our students and their families?

Governors are seeking an exceptional leader for our School.

The successful candidate will be:

- Experienced in working with children and young people with relevant SEN(D) and their families;
- Experience of working with community and outside agencies;
- 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 students;
- Flexible and positive about change;
- Knowledgeable and have a clear understanding of special school finances.

The Westminster School will provide:

- A dedicated, friendly and hardworking team of staff;
- A committed leadership team;
- The opportunity to work with our brilliant students;
- A Governing Body, which is committed to your ongoing professional development.
- Opportunities to work with a range of partners and develop a collaborative approach to School improvement.

Candidates are warmly invited and encouraged to visit the School. To take up this opportunity. Please contact **Angie Gibson** on **0121 561 6884**.

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

Informal visits: 18/25 June 2019

Application closing date: 4 July 2019

Interviews: 11 July 2019

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

4. Job Description

Job Title	Head Teacher
Leadership Scale	L25-31
Responsible to	The Governing Body
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 Body 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 Westminster School overcomes students' 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 students.
- 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 Body to create the strategic vision, ethos and curriculum plan for the School.

- Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Governing Body.
- Provide dynamic, consistent and motivational leadership team to the staff, children, families and wider community served by the School.
- Translate the School's vision and aims into operational objectives and plans, motivating and empowering others to carry the vision forward.
- Deliver a curriculum model that will address the barriers to learning of students attending The Westminster 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 students attending The Westminster 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 Body and the needs of the students, 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 School's 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 Body on the formation of the annual budget in order to ensure the School achieves its objectives.
- To be accountable for monitoring, evaluating and reviewing, health and safety, and risk assessment of the School ensuring that the School provides a safe working environment for both staff and students.
- Deliver effective operational management for The Westminster 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 students.
- Determine and implement an appropriate curriculum, which motivates students and is personalised to meet individual needs.

- Develop a wide range of curriculum enrichment activities.
- Lead on school development initiatives.
- Ensure a consistent and continuous School-wide system of pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, evaluate and report individual pupil progress.
- Develop strategies that will promote 'Learner Voice' and involve students in a meaningful way.

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 students.
- Ensure that students' needs identified through their EHCP targets are addressed and met.
- Ensure that the health and care needs of each student are assessed and consistently met.
- Provide opportunities for students to understand and adopt healthy behaviours and lifestyles.
- Provide opportunities for students to develop their spiritual, moral, social and cultural understanding.
- Manage pastoral care and pupil welfare.

Partnerships

- 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 students.
- Foster and maintain links with regional and national special School communities.

Managing people and developing strong working relationships

- Advise the Governing Body 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 School's 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 Continuous Professional Development (CPD) strategy is aligned with the strategic goals of The Westminster School.
- Create and develop an organisation in which staff recognise that they are accountable for the success of the School.
- Participate in CPD in pursuit of School improvement and disseminate learning to appropriate School staff.

Safeguarding Students

- Have due regard for safeguarding and promoting the welfare of students 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 students.
- To ensure the safety and welfare of children, students 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 Governing Body.
- Provide information, objective advice and support to the Governing Body 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 students are well informed about curriculum attainment and progress and are able to understand targets for improvement.
- Work with the Governing Body to regularly review performance and development, set personal targets and take responsibility for own development.
- Carry out such other duties as required by the Governing Body and are commensurate within the role.

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.		A/I
Experience of working successfully with governors, parents, Local Authority and other partners.	Successful experience of working with a diverse community.	A/I
Evidence of implementing 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
Knowledge and experience of the common inspection framework in a leadership and management role. (Ofsted)		A/I
Abilities and Skills		
To develop and communicate a clear vision so that others are inspired to embrace it.		A/I/R
Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and students.		A/I/R
Able to prioritise and organise the demands of being a Head Teacher and being able to delegate effectively.		A/I
Experience of leading and managing a wide range of staff.		A/I
Demonstrate excellent interpersonal skills, both written and oral.		A/I/R
Knowledge and Understanding		
Knowledge and understanding of students 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

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.		A/I
Personal Qualities		
Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style.		A/I/R
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all students.		A/I
Ability to make difficult decisions based on putting the students first.		A/I
Ability to manage change and work under pressure		A/I
Willingness to ask for advice and support where necessary.		A/I

6. National Standards of excellence for Head Teachers

Standard	Knowledge - Knows about...	Professional Qualifications
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 	<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 students 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"> • 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 	<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 Staff 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

		<ul style="list-style-type: none"> • Accept support from others including colleagues, governors and the Local Authority
Managing the Organisation	<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
Securing Accountability	<ul style="list-style-type: none"> • Statutory educational frameworks, including governance 	Is committed to:

	<ul style="list-style-type: none"> • 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 	<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 students • 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.
Strengthening Community	<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 students and the School community • Models of School, home, community and business partnerships 	<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 students and their families • Involvement of parents and the community in supporting the learning of children and in defining and realising the School vision

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 students
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7. Recruitment Process Information

Advert	13 June 2019
School Visits	18 or 25 June 2019 Please contact Angie Gibson on 0121 561 6884
Closing date	4 July 2019 - noon
Shortlisting	5 July 2019
Invitation to Interview	5 July 2019
Interviews	11 July 2019