



Headteacher Candidate Pack

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Letter from Chair of Governors

Dear Applicant

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

Woodlands School is a modern purpose built special school co located with a local primary school in the vibrant London Borough of Harrow. The school has amazing pupils with a fantastic staff team.

The Governors are proud to be part of an 'outstanding' school. In recruiting a new Headteacher we are seeking someone to shape and share the schools vision and ethos. We believe that a key part of this success is the strong links and excellent relationships that have been developed between staff, pupils, parents and the broader school community. By working together, we want to ensure that Woodlands School maintains its caring learning environment, its ambition for each pupil, its outstanding provision, whilst enabling our pupils to thrive and learn.

We are seeking a Headteacher who has the enthusiasm, drive, passion and energy to continue to develop our school further, whilst maintaining our outstanding provision. For further information about our school, please visit our website www.woodlands.harrow.sch.uk

If you believe you are the right person to lead Woodlands School then please come and visit us, speak to the current Headteacher and meet the children. We will be inviting shortlisted applicants to attend interview days on 3rd and 4th February 2020.

To arrange a visit to the school or should you have any questions, please contact Jyoti Radia, School Business Manager (jradia.310@lgflmail.org) 0208 381 2188 (Option 4)

Thank you for your interest in Woodlands School. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Yours faithfully

Pauline B Atkins

Chair of Governors



About Woodlands School

Woodlands is a primary maintained special school in the Local Authority of Harrow for children which caters for 135 pupils aged 3-11 years with a wide range of complex and profound learning difficulties. These include severe autism, complex medical conditions, physical and mobility difficulties, as well as severe developmental delay.

We have outstanding purpose built facilities and highly trained, enthusiastic and committed staff. This combination enables us to provide the specialised individual programmes required by our pupils. Along with teaching and classroom support staff, the school is supported by a multi-agency team of physiotherapy, occupational therapy and speech therapy colleagues, teachers for pupils with vision and hearing impairments and nursing staff.



Our Vision and Values

We are passionate about our vision which guides us in all that we do for our pupils.

**Our vision is to be an inspirational school of excellence,
where pupils and the community
grow, achieve and flourish**



Our school mission statement is to be a
Courageous Confident Learning Community

Our values which underpin everything we do are:

- Safety
- Happiness
- Respect
- Achievement
- Aspiration
- Communication
- Engaging
- Support



Key Facts and Statistics

Type of School: Special Needs Primary

Location: Bransgrove Road, Edgware, HA8 6JP

Age Range: 3 - 11

Intake per year: Depends on availability

Number of Children: 135

% of children in receipt of Pupil Premium: 29.6%



Our new headteacher will be

- An inspirational leader able to shape our vision and ethos
- Striving for excellence for our wonderful children and their families
- Embedding a therapeutic approach to the curriculum, children and the community throughout their work
- Compassionate, warm and nurturing in their approach
- Focused on driving outcomes and improving provision every year
- Resilient, resourceful and determined
- Outward facing and able to represent the school's interests in the wider community



We can offer

- Inspiring students who enjoy their time in school and work hard
- A special inclusive culture where dedicated staff work together
- A community with a family feel which welcomes parents in to school
- A purpose built school with facilities designed for our children's needs
- An experienced and committed governing body to support you
- A salary package commensurate with the size of the school
- A CPD package tailored to suit you, the successful individual, at the appropriate stage of your career
- Headteacher clusters locally and wider special school networks
- Challenge, support and growth



Job Description

Main purpose of role

Overall responsibility for providing leadership to the school, ensuring success, continuous improvement and high quality education for all our pupils by improving standards of teaching and learning in line with statutory requirements.

This Job description reflects the national standards of excellence for Head Teachers 2015.

The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The Duties and Responsibilities

The National Standards of Excellence for Headteachers are set out in four domains:

- ❖ Qualities and knowledge
- ❖ Pupils and staff
- ❖ Systems and process
- ❖ The self-improving school system

There are four 'Excellence as Standard' domains. Within each domain there are six key characteristics expected of the nation's Headteachers; some of these have been expanded to give a more comprehensive description of the role at Woodlands School.

Job Description

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 special 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' and learning walks 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 within special needs 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.
7. Champions PMLD and SLD best practice within the field of special needs education

Job Description

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 in school and in the wider society.
3. Aware of preventative measures to develop good behaviours within the school setting.
4. 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.
5. 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.
6. 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.
7. 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, vocational and social outcomes for all pupils.
3. Challenge current educational practice 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 and life enhancing skills.



Person Specification and Personal Statement

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 7 of** the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria. Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Criteria	Essential or desirable			
		Application	Interview	References
Qualifications, Knowledge and Experience				
QTS	E	✓		
Degree or Equivalent	E	✓		
Commitment to and experience of working with children with PMLD and SLD from ages 3 – 11 years	E	✓		
Recent successful leadership as a Head, Deputy or School Improvement Lead	E	✓		
Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting	E	✓		
Professional Development				
Evidence of appropriate and recent professional career development for the role of Headteacher	E	✓		
Evidence of recent leadership and management operational training and development	E	✓		
SEN Professional Qualifications	D	✓		
Has successfully undertaken approved safer recruitment training	D	✓		

Person Specification and Personal Statement

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
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	✓	✓	✓
Demonstrates excellent communication skills, including written and verbal communication	E	✓	✓	
Ability to build effective relationships with staff, parents, carers, governors and other stakeholders	E	✓	✓	
Whole School Leadership and Management Experience				
Have taken an active involvement in effective 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	D	✓	✓	
Able to listen and engage with stakeholders including parents in a range of ways on a daily basis or as a lead on specific projects	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil outcomes	D	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓	

Person Specification and Personal Statement

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Experience of working with stakeholders including governors, school improvement partners and external agencies / companies	E	✓	✓	
Absolute commitment to safeguarding	E	✓	✓	✓
Evidence of clear commitment to promoting health and safety and the welfare of children in a special education setting	E	✓	✓	✓
Absolute commitment to promoting social inclusion	E	✓	✓	✓
Knowledge and experience of working with children with autism from mild to severe	E	✓	✓	✓
An ability to understand the needs of children with PMLD and SLD and develop strategies to successfully manage this	E	✓	✓	✓
Successful track record of developing the performance of staff through effective performance management	E	✓	✓	
Safeguarding				
Demonstrate understanding and personal commitment to your responsibilities for safeguarding children within an SEN context	E	✓	✓	
Demonstrate a clear understanding of what is appropriate and inappropriate professional practice towards a child within a SEN environment	E	✓	✓	
To know how to sustain a safe environment and employ practices that promote children's health and safety	E	✓	✓	
Updated professional development regarding current safeguarding legislation	E	✓	✓	

Person Specification and Personal Statement

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Personal Qualities				
A genuine passion for SEN education, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	✓	✓	✓
Leads by example with integrity and demonstrates resilience	E	✓	✓	✓
Visible and approachable, empathetic and enjoys engaging and inspiring children, staff parents and the wider community	E	✓	✓	✓
Demonstrates resilience whilst also showing compassion in dealing with complex issues	E		✓	✓
A people person who actively enjoys communication with the different stakeholders in the school community (including listening to and inspiring children, staff, parents, carers and the wider community)	E		✓	✓
Flexible leadership style, being ‘hands on’ when required, balanced with knowing when to delegate	E		✓	✓
Demonstrates 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		✓	✓

Completing your application pack

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the qualifications and training you have completed, ***particularly those in recent years which have helped to prepare you for headship.***

Person Specification and Personal Statement

When writing your responses, it is really important you address each of the requirements in the person specification. ***It is important to provide examples using the STAR acronym (situation, task, action, results / impact)***

Equalities Monitoring Form

Please complete the form as detailed in Word and then once finished, save as a PDF. Please email the PDF alongside your application but **not** combined with your application as it will not be provided to the selection panel.

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.

Important dates and information

Leadership pay range	£81,075 – 93,406
Start date	September 2020
Closing date	Thursday 23 rd January 2020 at 9am
Shortlisting date	Monday 27 th January 2020
Interview date	Monday 3 rd and Tuesday 4 th February 2020

Visiting the school	Visits to the school are warmly welcomed: To arrange a visit to the school or should you have any questions, please contact Jyoti Radia, School Business Manager on jradia.310@lgflmail.org or telephone 0208 381 2188 (Option 4)
Visit the school website	https://www.woodlands.harrow.sch.uk/
Visit the Teach in Herts website	www.teachinherts.com
Send your completed application form to	leadership.recruitment@hertsforlearning.co.uk
Any questions, call the leadership recruitment team	01438 845785

Woodlands School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment.
This post will require an Enhanced Disclosure and Barring Service check (DBS).

