

**RECRUITMENT INFORMATION PACK**

**Deputy Headteacher**

**January 2020**

**Headteacher’s Welcome**

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Abbot’s Lea School is a highly successful, ambitious and dynamic school providing holistic education to students age 3-19, all of whom require specialist support due to their Autism and complex learning needs.

Having joined the school in September 2016, I feel honoured to be its Headteacher and I work tirelessly to make Abbot’s Lea the best specialist school in the world!

My personal motto is: “Work hard and be nice!” and I expect similar mind-set amongst my colleagues. In fact, our school’s Code of Conduct: *The Golden Rules ©* specifies principles I highly value – both personally and professionally:

* Be here. Every day…
* Work hard and be nice
* Never give upon yourself or others
* Stay positive and be happy!

We are already an outstanding school (Ofsted, 2016, with another inspection due imminently!) and our vision is to be an International Centre of Excellence in Autism Education, Research and Development.

It is my firm belief that the staff are the most valuable asset of the school and so are integral in our joint-working towards this vision. As a team, we all share a collective commitment to developing our young people, serving their families and ensuring that we lay the foundations for our students to be well equipped for their future adult life.

A new opportunity has now arisen for the new Deputy Headteacher to join our team. The vacancy is a result of the current post-holder deciding to diversify his professional experience by moving on to working in mainstream schools.

The role is a very important one, with the overall leadership of the core function of the school – Teaching and Learning – at its heart. My expectations are therefore, unapologetically, high. I am looking for the right person to lead our large team of class-based staff courageously, competently, confidently, collaboratively and consistently. I am expecting an outstanding educationalist, an excellent communicator and a person with a clear mind, strong presence and an ability to manage a range of projects – from start to finish – in a superb way.

As a member of our team, you will receive ongoing support and development in your role and have access to a range of opportunities. My stance as your line manager will always be to help you succeed and when the time comes, secure an even better job!

I hope this pack provides you with everything you need to know about our vision, ethos and values, what you can expect from working at Abbot’s Lea School and the opportunities we will provide to support your career development.

Most of all, I hope you will choose to apply for the post available and I look forward to meeting you soon.

Yours faithfully  
  
**Ania Hildrey  
Headteacher**

**Why Abbot’s Lea School is unique**

At Abbot’s Lea School, our aim is to ensure outstanding outcomes for all, including our students, their families and the staff.

We are an Outstanding School (2016, with another Ofsted visit imminent) and a National Autistic Society Accredited School (2017, with another accreditation visit taking place this month), accepting children and young people from all walks of life with all different abilities.

Our students have Autism and a range of complex needs, including learning needs, social, emotional and mental health problems, as well as social interactions challenges.

Our unique Philosophy of Education is known as *The ASD Model ©*. This underpins our promotion of students’ holistic growth in three key areas:

* **A**cademic Progress
* **S**pecialist Support
* **D**evelopment of Life Skills

We address the individual learning needs of all our students and provide a broad and balanced curriculum. In addition, we have a wealth of resources and facilities to enhance students’ learning including our magnificent grounds which we continually develop.

Each year we have continued the expansion of the school so that have even more space to use for our outstanding work!

Abbot’s Lea School fosters a culture where the achievements of both our staff and students are celebrated, praised and rewarded. The progress our students make is phenomenal and it is inspiring to see our students leave us and succeed beyond their school year.

**What does Abbot’s Lea School have to offer you?**

**Continued Professional Development (CPD)**

Professional development is important to us and plays a key role in allowing us to provide the best possible education to our young people.

Our staff will be supported through an induction period, where procedures and policies are disseminated and the expectations and key qualities shared. New members of staff can expect a thorough introduction to the school, from the physical layout, to the staff team, as well as support in identifying training needs and development opportunities with a named member of staff as their mentor.

In addition to the mandatory training expected of, and afforded to, all staff, as the Deputy Headteacher, you will be expected to lead on Teaching and Learning, but also play a key role in our Safeguarding Team, Restorative Practice Guiding Team, as well as Team Teach Trainers team.

As such, you will be supported – through training and ongoing supervision – to achieve the relevant qualifications (Designated Safeguarding Lead, Restorative Practitioner, Advanced Team Teach Trainer) and many more.

Additionally, you will have access to Leadership Development Programme and Leadership Coaching.

All staff are also encouraged to engage in ongoing professional development based on their own research, professional reading and reflection.

We have a well-developed Autism Research and Development function led by the Head of that service (also a member of the Strategic Leadership Team). A range of projects – based at our school and in the wider world – are key to our staff’ ongoing learning and you will be responsible for securing the buy-in from all class-based staff in this part of our work.

**Personal and enrichment benefits**

There are many other advantages to teaching at Abbot’s Lea School, including:

* Pension scheme (Teachers’ Pension)
* Employee Assistance Programme – free and confidential staff advice and counselling service provided by Health Assured
* Occupational sick pay scheme
* Family related benefits including maternity, paternity adoption and parental leave
* Cycle to Work scheme – a tax-efficient loan scheme to buy a bike and safety equipment for your commute to work
* Reduced cost gym membership
* Free on-site car parking
* Free refreshments (tea, coffee, water)

**Location**

We are situated in an excellent location. Our location offers a unique blend of the town and suburbs allowing you to benefit from the urban and rural surroundings nearby - the best of both worlds.

* Liverpool City Centre is just 5 miles away from the Liverpool City Centre and John Lennon Airport is just 15 minutes away
* The school is easily accessible via the major motorway networks of the M57, M62 and is well served by public transport
* There is excellent shopping, restaurants, pubs, leisure activities and an exciting programme of events too such including horse racing events, football fixtures and cultural events in the city of The Beatles (in fact our school is just opposite the Strawberry Fields!)
* There is also a network of widely-used public footpaths, bridleways and byways which give access to the countryside and river Mersey.

If you are relocating to Liverpool from another part of the UK, you will find it to be a diverse place to live, with the most friendly of people. Competitive property prices (both on rental and sales markets) are yet another reason to move here – your money goes a long way here!

Liverpool is a brilliant cultural hub, too and Strawberry Fields is literally across the road from our school gate – a paradise for any Beatles fan!

**Our Organisational Structure 2019-20**

**Meet Our Strategic Leadership Team (SLT) 2019-20**

**Vacancy – Deputy Headteacher**

**School:** Abbot’s Lea School

**Accountable to:** The Headteacher

**Line management responsibilities:** Key Stage Leaders (x5)

Job Coach (x1)

**Salary:** L18 – 21 (rest of England)

**Summary of the main duties and responsibilities**

1. Carry out the duties of this post in line with the remit outlined in the national standards for Teachers and Headteachers.

**Teachers’ Standards:**

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf>

**Headteachers’ Standards:**

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf>

1. Promote the safeguarding of children and young people within the school at all times.
2. Under the overall leadership of the Headteacher, have and promote a clear understanding of the vision, aims, and ethos of the school, and proactively drive our mission to become an International Centre of Excellence in Autism Education, Research and Professional Development.
3. Promote the school’s *Philosophy of Education: The ASD Model* © and ensure that it is seen as an underpinning principle of all that we do.
4. Promote the school’s *Code of Conduct: The Golden Rules* © amongst all of the stakeholders and ensure the general good operational order of the school.
5. Through the above, lead the teaching and learning function of the school.

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**Section A – Generic duties and responsibilities**

*This section is based on the National Standards for Headteachers which also inform Deputy Headteacher job description in our school. The Standards embody three key principles, namely that the work of (Deputy) Headteachers should be: learning-centred; focused on leadership; and reflect the highest possible professional standards.*

**Excellent headteachers: qualities and knowledge**

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students they serve.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students 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 students and staff to excel.

**Excellent headteachers: students and staff**

Headteachers:

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students’ outcomes.

2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students’ 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.

**Excellent headteachers: systems and process**

Headteachers:

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 students and staff, focused on safeguarding students 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 student, 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 students’ 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.

**Excellent headteachers: the self-improving school system**

Headteachers:

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 students.

2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.

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.

##### Section B – Specific duties and responsibilities

*These responsibilities are specific to the current circumstances of the school and reflect quite closely the operational tasks the Deputy Headteacher is likely to experience in everyday practice.*

**Representation**

1. Take full responsibility for the leadership of the school in the absence of the Headteacher

**Leading Curriculum**

1. Lead on all aspects of innovative curriculum and teaching spaces design, implementing the latest research findings
2. Lead and manage effective positive behaviour support across the school, including performing the role of Advanced Team Teach trainer
3. Design and lead on a regular programme of quality assurance including lesson observations, work scrutiny, data analysis and internal and external moderation events
4. Be responsible for the continuous improvement of standards at our school
5. Act as an Educational Visits Coordinator (EVC) and lead the development, delivery and quality assurance of any of the school’s out of hours provision, including residential trips and community, sporting and cultural events
6. Be present during the school day and through that develop effective relationships with students, staff and families
7. Teach directly through Primary and Secondary Assemblies and any other projects and celebrations

**Leading People**

1. Line manage and performance manage operational middle leaders
2. Lead Teacher Training in the school by liaising with the partner teacher training providers
3. Act as the mentor for the NQTs, trainee teachers and work experience students, as required
4. Work with the Head of HR to support the design, delivery and evaluation of the effectiveness of staff’ induction, professional development and support programmes for all those working at the school

**Compliance**

1. Ensure that all legal, statutory and regulatory requirements are met at all times
2. Respond swiftly to any legislative, statutory and regulatory changes swiftly
3. Manage admissions to the school and any school transfers
4. Lead on all DfE returns related to educational provision across the school
5. Lead on a dynamic, analytical, live school self-evaluation and report to the Headteacher, the Governors and a wide range of stakeholders the current state of school’s overall effectiveness
6. Act as the school’s Exams Officer and manage all associated processes and communications
7. Be a part of the school’s Safeguarding Team and act as one of the Deputy Designated Safeguarding Leads and a Domestic Abuse Trained Professional
8. Promote and protect the health, safety and welfare of students and staff

**Collaboration**

1. Work closely and collaboratively with every member of the Strategic Leadership Team to deliver the vision of the school
2. Through effective leadership of the Operational Leadership Team, jointly drive innovation and ongoing development of the school
3. Through effective line management of middle leaders, secure all staff’ engagement in that vision and the School Development Plan
4. Engage in collaboration with a variety of external organisations, locally, nationally and internationally
5. Work closely with the Liverpool City Region on developing the SEND provision across the region

**PR**

1. Promote Abbot’s Lea School in every way possible, including in person and through online and media presence
2. Lead meetings with prospective students and families, including information events and school tours
3. Lead visits for prospective employees and volunteers, including information events, school tours and recruitment activities
4. Organise fundraising and PR events, as required. These may, at times, be outside of the school day/week/term
5. Represent and promote the school at external events, conferences and partnership networks

**Other Responsibilities**

1. Undertake any professional duties, reasonably delegated by the Headteacher
2. Work flexibly outside of school hours and during school holidays, as required, including SLT on-call responsibilities

**PERSON SPECIFICATION**

**Qualifications:**

1. Degree qualified (essential)
2. Qualified Teacher Status or recognised equivalent (essential)
3. Significant and current ongoing professional development in education and school leadership (essential)
4. Postgraduate qualifications in Special Education (desirable)

**Experience:**

1. Demonstrable experience of outstanding teaching of students with a wide range of special educational needs (essential)
2. Recent experience of working successfully as a leader in a large school (essential)
3. Proven experience and ability to effectively lead and manage large teams, including directing and securing compliance (essential)
4. Proven ability to effectively communicate with a wide range of audiences, including public presentations (essential)
5. Recent experience of designing, organising and running whole-school curriculum, extra-curricular functions, fundraising events and promotion of the school to the external stakeholders (essential)
6. Demonstrable experience of evidence and research-based practice leading to innovative cross-sector working (essential)
7. Evidence of relevant and recent experience of turning vision into effective and successful practice (essential)
8. Evidence of personal collaboration and its positive impact – within and outside of own organisation (essential)
9. Experience of leadership and management from more than one school (desirable)

**Professional Knowledge:**

1. Knowledge of current research into effective special educational methodologies and successful implementation strategies within school settings, including academic studies, specialist therapeutic support and development of life skills (essential)
2. Knowledge of current research underpinning effective positive behaviour support in special schools (essential)
3. Knowledge of current research into effective school leadership and leadership of teaching and learning (essential)
4. Thorough understanding of, and ability to clearly explain, the current political educational agenda in the UK, together with the latest debates surrounding school curriculum, SEN, funding, teacher training and Ofsted inspection (essential)
5. Knowledge of national, regional and local educational landscape, including Local Offer, and the key priority areas for the Liverpool City Region SEND provision (essential)
6. Up-to-date knowledge of statutory regulations and guidance relating to the post, with particular focus on the achievement of students with special educational needs (essential)
7. Exceptional demonstrable knowledge of MIS in education, with particular focus on student progress data management and in-school, local, national and international comparisons (essential)
8. Sound financial acumen (desirable)

**Personal qualities and professional skills:**

1. Excellent communicator and team player (essential)
2. Excellent project manager, from start to finish including post-project evaluation (essential)
3. Positive, optimistic, with a can-do attitude to change (essential)
4. Courageous, resilient, respectful and adaptive (essential)
5. Solution-focused and driven, with a sense of urgency (essential)
6. Demonstrable high quality Literacy, Numeracy and ICT skills (essential)
7. Demonstrably exceptional organisational skills, including time management (essential)
8. Demonstrable outstanding attendance, punctuality and diligence (essential)
9. Analytical skills with an ability to spot patterns and act appropriately on findings (essential)
10. Ability to use own judgment to deal swiftly, directly, diplomatically yet decisively with any situation arising (essential)
11. Ability to work successfully with a range of external agencies (essential)
12. Acting as a positive role model at all times (essential)
13. Ability to remain calm under pressure (essential)
14. Commitment to own and workforce development through a distributed, collegiate leadership style (essential)

**The post-holder will demonstrate:**

* Commitment to our vision of becoming an international centre of excellence in Autism education, research and professional development and our mission of being the best specialist school in the world
* Commitment to our Philosophy of Education: *ASD Model of Education ©* which focuses equally on:
* Academic progress
* Specialist support
* Development of life skills
* Commitment to our Code of Conduct: The *Golden Rules ©*:
* Be here. Every day
* Work hard and be nice
* Never give up on yourself and others
* Stay positive and be happy!

The successful candidate will be able to demonstrate – through the application, professional references, public record scrutiny and the recruitment and selection process – all of the above.

Once appointed, the post-holder will be subjected to a period of six months’ probation (which may be extended further).

We are open to applications from professionals from across the world and offer, subject to negotiated at the time of interview, relocation expenses of up to £8000, as permissible under HMRC guidance:

<https://www.gov.uk/expenses-and-benefits-relocation>

**Recruitment Process:**

**Application**

Please visit our website [www.abbotsleaschool.co.uk/vacancies](http://www.abbotsleaschool.co.uk/vacancies) to download the recruitment pack, job description and application form.

The completed application should include a formal letter of application addressed to the Headteacher who is the Recruiting Manager:

Mrs A Hildrey  
Headteacher

Abbot’s Lea School

Beaconsfield Road

Woolton

Liverpool

L25 6EE

UK

This letter should be no more than 2 sides of A4, Arial, size 11.

The statement should clearly demonstrate how you meet the requirements set out in the job description and person specification, including specific examples where applicable.

Completed applications should be returned to [recruitment@abbotsleaschool.co.uk](mailto:recruitment@abbotsleaschool.co.uk)

Applications should be received no later than 10:00am on 20 January 2020. Applications received after this date and time will not be considered. Email date and time stamp will be used for this purpose.

You are strongly advised to arrange a visit to the school prior to the application. Please note that the group visits, hosted by the Headteacher will be organised on 16 January 2020 14:00-16:00 only. Please contact Kim Adair, Headteacher’s PA to book yourself onto that session: [kim.adair@abbotsleaschool.co.uk](mailto:kim.adair@abbotsleaschool.co.uk)

**Shortlisting**

Shortlisting will be finalised on 20 January 2020. Shortlisted candidates will be invited to the recruitment and selection event by telephone. Please make sure you have included appropriate telephone numbers in your application and, preferably, enable voicemail facility. Additionally, an email will also be sent so please ensure that you include a valid email address.

**Selection**

The selection process will be held on 27 and 28 January 2020.

**Notification**

Candidates will be notified of the outcome of the selection process by 31 January 2020 at the latest.

**Commencement of Post**

The successful candidate will take up post on 30 April 2020 at the latest. Alternative start dates will be considered for the right candidate.

**Recruitment Contact:**

Michelle Griffiths  
Head of HR

Abbot's Lea School  
Beaconsfield Road  
Woolton, Liverpool, L25 6EE

E: [michelle.griffiths@abbotsleaschool.co.uk](mailto:michelle.griffiths@abbotsleaschool.co.uk)  
W: [www.abbotsleaschool.co.uk](http://www.abbotsleaschool.co.uk)

T: 0151 428 1161

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