

Head of School Recruitment Pack



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Principal: Andrew Hodkinson

Email: school@westoaks.leeds.sch.uk

www.westoaksschool.co.uk

10th March 2020

Dear Applicant

**Head of School vacancy at West Oaks**

Dear Applicant

I am proud and privileged to lead West Oaks and I am excited by this recruitment opportunity.

West Oaks has benefited from continuity of leadership over the last 13 years as our team has remained constant. A vacancy has now arisen due to our growth in pupil numbers and further expansion of our Woodhouse campus.

In September 2019, the former Head of School and Vice-Principal, Sue Towers became our new Director of Teaching and Learning, and she works across both our sites ensuring our core business is sustained.

West Oaks will grow from 293 pupils to 369 pupils in the next two years and in the interim period, I have assumed the Head of School role until a new appointment can be made for September 2020. The new Head of School will join at an exciting phase of our transformation and will have further opportunities to develop within the organisation.

West Oaks is a remarkable school and if you were fortunate to secure the Head of School role you will manage a strong team through a Pod learning approach. Boston Spa Learning is organised into two Pods overseen by two Teaching and Learning Co-ordinators (TLCo’s) with approximately 65 pupils in each, spread across 7 classes in the Pod.

The school is well resourced, and this is a fantastic opportunity for an individual who is ready to meet the challenge “head on” and really add value to our provision.

Application forms should be completed in full, and in black ink or typescript, in order that legible copies can be photocopied, CVs will not be accepted.

Completed application forms should be returned to the school at the above address marked for the attention of Liz Mason, or by e-mail to: liz.lowes@westoaksschool.co.uk. by the closing date, Wednesday 1st April at 12 noon.

Please note that it is our policy not to accept late applications except in exceptional circumstances which are outside of your control. If we have not contacted you within four weeks of the closing date please assume that your application has been unsuccessful. I hope you will appreciate that the decision not to acknowledge unsuccessful applicants has been taken in the interests of cost effectiveness.

If you have a disability and require this information in a different format, please contact Liz Mason, Director of Operations.

Good luck with your application and should you wish to discuss the role further, please do not hesitate to contact me on 01937 844 772.



Andrew Hodkinson

Principal

**BOSTON SPA LEARNING** - Westwood Way, Boston Spa, Leeds, LS23 6DX **Tel:** 01937 844772

**WOODHOUSE LEARNING** - Crowther Place, Leeds, LS6 2ST **Tel:** 0113 3235871

**INFORMATION ABOUT THE SCHOOL**

***“Excellence for Everyone”***

West Oaks SEN Specialist School and College is an all-age 2-19 specialist provision catering for pupils with profound and multiple learning difficulties, severe learning difficulties, communication difficulties and those with a diagnosis of autism. The school operates over two locations. The most established provision is based in Boston Spa, a village on the North East outskirts of Leeds. Our second site is based in the inner city Meanwood area of Leeds and is known as Woodhouse Learning. This site opened in September 2015.

Our sites, Boston Spa Learning and Woodhouse Learning both embrace the same vision for educating children and young people. West Oaks is proud of its inclusive and innovative practice where every child and young person’s needs are met with no compromise. A place where we strive, alongside parents and carers, to achieve the very best outcomes. The learning needs of all our pupils are at the core of our thinking, with a positive culture driving excellence for everyone within our school and college community.

Our learners reflect the wide ethnic and cultural diversity of the city of Leeds.

We design and teach a broad and balanced curriculum, highly differentiated to incorporate the needs, interests and motivations of our pupils. We celebrate individualism at all levels and have a reputation for being ever-responsive to the needs of our pupils. We believe that pupils learn best and enjoy learning when they are actively engaged in practical experiences and are confident in established routines

**Boston Spa Learning**

Boston Spa Learning is set within a small rural location and has been established in the village of Boston Spa, near Wetherby for over 40 years. It is very much a part of the village community and we make good use of the rural setting to enrich our curriculum. We have created real and meaningful work-based experience for our 16+ learners through our WeCanDo Company.

There are presently 126 pupils on roll at Boston Spa Learning. The pupils’ abilities range from very early developmental levels upwards. Pupils are transported from all parts of Leeds and some travel from North Yorkshire making our pupil population rich and culturally diverse.

**Woodhouse Learning**

Woodhouse Learning was established as a response to the growing pressures on special school places in Leeds. The building was funded by the Education Funding Agency. West Oaks was asked to develop the provision from the plan and design stage, to build and then take on the leadership of this site to complement and expand the provision already established at Boston Spa.

Woodhouse Learning is based in the inner-city area of Meanwood, 13 miles from Boston Spa. The building covers 4 levels and is very modern and spacious in design. Pupils are transported from all parts of Leeds making our pupil population rich and culturally diverse. We currently have 167 pupils from Early Years to Key Stage 4 at this site.

Our Woodhouse Learning site is to further expand and additional accommodation will be built by September 2021. Our Woodhouse Learning pupil numbers will grow to 230. This will include 16+ provision. The expansion of West Oaks will create one of the largest Specialist Schools in the UK and Europe totaling 369 pupils and 200 staff.

**Vision and Values**

We pride ourselves on our educational philosophy knowing that whatever we do it is always children first and we strive for excellence for everyone within our school and college community.

**Safeguarding**

We are committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check (formerly Criminal Records Bureau Disclosure).

**Job Title: Head of School (Boston Spa Learning)**

**Salary: L16 – L20**

**Accountable to:** Principal of West Oaks School

**Accountable for**: Management of Boston Spa Learning (West Oaks School)

The core purpose of the Head of Boston Spa Learning is to provide professional leadership and management of the 130 place Boston Spa Learning campus of West Oaks School. They will secure success and improvement for the whole school, ensuring high quality education and personalised learning for all the pupils based at the rural campus.

Our Head of Boston Spa Learning will help drive our Reaching High and Moving On curriculums within an outdoor learning context whilst continuing to drive our other curriculum strands whilst ensuring high standards and achievement in all areas of the school’s work is sustained.

The postholder is required to carry out the duties of a school leader and will form part of the strategic leadership team, comprising of the Principal and Heads of School. In allocating time to the performance of duties and responsibilities, the Head of Boston Spa Learning is not subject to Directed Time considerations but is entitled to a daily break of reasonable length during each school day.

The post holder will manage our 130 place SEN provision at Boston Spa Learning and may also be required to be responsible for all aspects of administration, management, control and discipline of West Oaks School in the absence of the Principal. They may also be required to take on duties that the Principal may reasonably direct from time to time. The post holder will be the safeguarding lead for the school and have designated child protection co-ordination.

**Main Objectives**

Creating the Future - Critical to the role of Head of Boston Spa Learning at West Oaks School is working with the Principal, Head of School Woodhouse Learning, Governing Body and others to create a shared, strategic vision and plan which inspires and motivates pupils, staff and all other members of the school community and leads to raised standards of achievement for all pupils.

Leading Learning and Teaching - To provide effective learning and teaching to enable pupils to become effective, enthusiastic learners, committed to life-long opportunities. This implies setting high expectations so that pupils achieve their maximum potential.

Developing Self and Working with Others - To work with the Principal, Head of School Woodhouse Learning and through others, including pupils, staff, governors, parents and other members of the wider community to build a professional learning community which enables others to achieve.

Managing the Organisation - To support the Principal to provide effective organisation and management of Boston Spa Learning and to lead and seek ways of improving school organisational structures and functions. Ensure that the school, the people and resources within

it are organised and managed to provide an efficient and safe learning environment, effective management of resources and ensure value for money.

Securing Accountability - With a special school ethos at the heart of leadership, the Head of Boston Spa Learning at West Oaks School will support the Principal’s professional responsibility to the whole School community.

Strengthening Community Involvement - To support the Principal with the engagement with the internal and external SEND community in Leeds, thus modelling the principles of equity and entitlement. To encourage and engage in collaboration with other schools in order to bring positive benefits to the school and share its expertise more widely.

Inclusion, Equity and Entitlement - To engage with the internal and external school community, thus modelling the principles of equity and entitlement for all.

**Main Duties:**

Creating the Future

* work with the Principal to build on the West Oaks School’s vision ensuring it is fully embraced, clearly articulated, and acted upon effectively by all
* embody the vision and values of West Oaks School
* motivate and work with others to create a shared culture and positive educational climate
* support the Principal to ensure that strategic planning takes account and responds to the diversity, values, wider local and national agendas and experience of the school community at large

Leading Learning and Teaching

* ensure a consistent and continual school-wide focus on raising pupils’ achievement
* contribute to a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
* contribute to the implementation of strategies which secure high standards of behaviour and attendance
* determine, organise, and implement the curriculum in conjunction with the TLCo’s and TLR Curriculum Leads.
* monitor and evaluate the curriculum and its assessment and identify and act on areas for improvement
* responsible for the co-ordination and development of Teaching and Learning co-ordinators and learning teams within Boston Spa Learning
* use data and benchmarking forensically to monitor the progress in every child’s learning and focus teaching strategies to ensure every child achieves their potential
* take a strategic role in the development of new technologies to enhance and extend the learning experience of pupils
* linking directly with the Principal to monitor and evaluate the quality of teaching, standards of learning and achievement of pupils across the school
* be familiar, understand and act on the changes and implications of the Children and Families Act 2014 and the SEN Code of Practice. Ensure identification, assessment and support of pupils with special educational needs at West Oaks School is high quality.

Developing Self and Working with Others

* treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture
* share leadership, build teams and work co-operatively within and outside West Oaks School to achieve our shared goals and objectives
* assist in the development and maintenance of effective strategies and procedures for staff induction, professional development and performance review
* ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
* acknowledge and celebrate the responsibilities and achievements of individuals and teams
* develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
* regularly review own practice, set personal targets and take responsibility for personal development
* manage own workload and that of others within the school to ensure a healthy work/life balance
* be a team leader responsible for conducting and monitoring staff performance management

Managing the Organisation

* contribute to the development, implementation and assessment of school polices
* support in the recruitment and deployment of staff appropriately and manage their workload to achieve the vision and goals of the school
* implement successful performance management processes with all staff
* assist in the management and organisation of the school environment to ensure that it meets the needs of the curriculum and health and safety regulations
* use and integrate a range of technologies effectively and efficiently to assist in the management of the school
* be a member of, and support other members of the senior leadership team and group
* contribute to the management of continuous development for all staff
* assist the Principal in the development of a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes
* ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
* work with the Principal to provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement

Strengthening Community Involvement

* help the Principal to build a school culture and curriculum which takes account of the richness and diversity of West Oaks School’s community
* create and promote positive strategies for developing good race relations and dealing with racial harassment
* ensure learning experiences for pupils are linked into and integrated with the wider community which celebrates cultural diversity
* further develop community-based learning experiences
* create and maintain an effective partnership with parents to support and improve pupils’ achievement and personal development

Inclusion, Equity and Entitlement

* help the Principal to build a school culture and curriculum which takes account of the richness and diversity of the school’s community
* create and promote positive strategies for developing good race relations and dealing with racial harassment
* ensure learning experiences for pupils are linked into and integrated with the wider community and celebrate cultural diversity
* collaborate with other agencies in providing for the intellectual, spiritual, moral, social and cultural wellbeing of pupils and their families

**Head of School Person Specification**

|  |  |  |
| --- | --- | --- |
| **Where Identified** | | |
| **Category** | **Essential** | **Desirable** |  | **Application Form** | **Interview** | **Reference** |
| **Personal** |  |  |  |  |  |  |
| * Evidence of a range of outside interests |  | ✓ |  | ✓ | ✓ | ✓ |
| **Professional Qualifications** |  |  |  |  |  |  |
| * Graduate | ✓ |  |  | ✓ |  |  |
| * Qualified Teacher Status | ✓ |  |  | ✓ |  |  |
| * Good Honours Degree |  | ✓ |  | ✓ |  | ✓ |
| * Additional relevant qualifications e.g. MEd, NPQH, MBA, Advanced Diploma SEN |  | ✓ |  | ✓ |  |  |
| **Experience** |  |  |  |  |  |  |
| * Substantial relevant teaching experience and proven track record of enhancing student progress and raising attainment | ✓ |  |  | ✓ | ✓ | ✓ |
| * Successful relevant experience of holding a senior management position in a school and proven evidence of leadership in the role | ✓ |  |  | ✓ | ✓ | ✓ |
| * Positive experience of initiating and managing change in a school | ✓ |  |  | ✓ | ✓ | ✓ |
| * Experience of curriculum innovation and staff development | ✓ |  |  | ✓ | ✓ |  |
| * Experience of a variety of teaching styles and diverse range of learning needs | ✓ |  |  |  | ✓ | ✓ |
| **Equal Opportunities** |  |  |  |  |  |  |
| * An acceptance of and commitment to the principles of equal opportunities and rights | ✓ |  |  | ✓ | ✓ |  |

|  |  |  |
| --- | --- | --- |
| **Where Identified** | | |
| **Category** | **Essential** | **Desirable** |  | **Application Form** | **Interview** | **Reference** |
| **Skills, Knowledge, Competencies** |  |  |  |  |  |  |
| * Thorough knowledge of curriculum management, current educational developments and legislative changes | ✓ |  |  | ✓ | ✓ |  |
| * Ability to implement effective procedures to ensure good behaviour and discipline in the School | ✓ |  |  |  | ✓ | ✓ |
| * Clear understanding of financial management |  | ✓ |  | ✓ | ✓ |  |
| * High level of written, oral communication skills and ability to communicate with a wide range of audiences in a variety of settings | ✓ |  |  | ✓ | ✓ | ✓ |
| * Ability to use ICT in the administration and management of the School | ✓ |  |  | ✓ | ✓ | ✓ |
| * Ability to inspire and motivate staff and to utilise and develop staff skills | ✓ |  |  | ✓ | ✓ | ✓ |
| * Ability to lead and work effectively as part of a team | ✓ |  |  | ✓ | ✓ | ✓ |
| * Ability to prioritise conflicting requirements | ✓ |  |  | ✓ | ✓ | ✓ |
| * Ability to deliver assigned tasks/projects on time and on budget. | ✓ |  |  | ✓ | ✓ | ✓ |
| * Ability to establish good relationships with governors, staff, pupils, parents, and other agencies supporting the school | ✓ |  |  | ✓ | ✓ | ✓ |
| * Vision, energy and ability to innovate | ✓ |  |  | ✓ | ✓ | ✓ |
| * Ability to make and maintain links with other schools to promote inclusive practice | ✓ |  |  |  | ✓ |  |
| * Ability to work with Leeds city council and other parties to develop inclusive education | ✓ |  |  |  | ✓ |  |
| * Ability to work in partnership with a range of agencies e.g. health, social care, voluntary and private health providers | ✓ |  |  |  | ✓ |  |
| * Ability to support and challenge Teaching and Learning co-ordinators on both sites | ✓ |  |  |  | ✓ |  |
| * Understanding of inclusive and ASC practice | ✓ |  |  |  | ✓ |  |

**Applying for a Post at West Oaks School**

**You are advised to read the following notes carefully as, unless other preselection techniques are used, the decision to shortlist you for interview will be based solely on the information you provide in the Application Form. This advice is designed to help you complete the Application Form as thoroughly as possible. Information you provide in the Application form will be treated as confidential.**

**Examine the Information Pack**

All information packs contain, Application Form, Job Description and Person Specification, further information about the school, Equal Opportunities Policy Statement, Procedures in Relation to the Protection of Children: Disclosure of Criminal Background (if applicable) Requirements of the Asylum and Immigration Act 1996.

**Equal Opportunities**

The school is committed to offering equality of opportunity in employment regardless of race, sex, marital status, sexual orientation, disability or age. To monitor effectiveness of Equal Opportunities policies we need to monitor the numbers of applications by sex, race and disability. You are therefore requested to provide this information on the Application Form.

**Disabled Applicants**

A disability or health problem does not preclude prospective applicants from consideration for a job and applications are encouraged from disabled people. Disabled applicants whose impairment prevents them from carrying out any aspects of a post are still encouraged to apply since it may be possible to change the duties of a post. You are asked to indicate in the `Additional Information’ section of the Application Form whether your disability prevents you from undertaking any of the duties of the post and why. There is provision for information to be provided in large print and Braille or on tape. If you have difficulty completing the Application Form you may alternatively submit a CV. However, this should still follow the same format as the Application Form. Disabled applicants who meet the essential criteria of a vacant post are guaranteed an interview. You are asked to indicate in the `Additional Information’ section of the Application Form any arrangements which may need to be made in order for you to attend an interview.

**Canvassing**

You must not canvass members of the school’s Governing Body which includes Elected Members of the Council. This means you must not seek their support or attempt to ask them to influence the decision – if you do, you will be disqualified.

**Criminal Convictions**

Under the terms of the Rehabilitation of Offenders Act 1974, all schools posts are classed as those for which applicants must declare all criminal convictions/cautions regardless of whether or not they are spent.

**Right to Work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live and work in the United Kingdom. Applicants will be expected to provide proof at interview stage of their eligibility to work in the UK.

**Presentation**

* Use a **black pen** or type your Application Form.
* Check the spelling and that you have answered every question.
* Remember to sign the Application Form to declare that the information you have provided is accurate.
* Always keep a copy of the Application Form for reference.
* Ensure that you send the form to the correct address.
* Ensure that your Application Form arrives before the closing date, it is not the school’s policy to accept late applications (although exceptions may be allowed in the case of disabled applicants who receive information in a different format, or who have difficulty in completing an Application Form).

**Completing the Application Form**

* **General**. Ensure that you read the application form fully before you write anything. Write out your application form in rough first to help you organise your thoughts. Ensure the information you provide is accurate. Applicants who conceal or misrepresent relevant information at any stage during the recruitment process are liable to disqualification.
* **Employment Experience**. Complete this section as fully as possible giving exact dates. Where you cannot remember specific dates, provide as good an indication of the time involved as possible.
* **Qualifications.** Where specific qualifications are required for the position, this will be included in the Job Description and Person Specification. You should complete this section giving details of relevant examination results and grades. If your application is successful you will be required to provide verification of these qualifications. Make sure you include any NVQ’s which you are working towards or have obtained if you are applying for a non-teaching post.



* **References.** If you object to your references being sought at this stage you may indicate this on the application form.
* **CV’s WILL NOT** be accepted, with the exception of disabled applicants who have difficulty completing the standard application form.

**Information in Support of your Application**

* Please read the Job Description and Person Specification carefully, so you understand what the position involves.
* Ask yourself why you are interested in the position? For example, would it be a promotion or, alternatively, a good career move sideways to broaden your experience?
* Do not simply repeat your career history. Pick out skills, knowledge and experience required by the Job Description and Person Specification and provide evidence you possess them.
* Be as concise as possible, any additional information included should relate specifically to the post applied for.
* You may attach additional information in support of your application **(please ensure you clearly write your name and the job you are applying for on each additional sheet you submit)** but **IN NO CIRCUMSTANCES SHOULD THIS EXCEED TWO SIDES OF A4 PAPER.** This restriction does not apply to those applicants who declare a disability and, provide additional information, in order that consideration may be given to a reasonable adjustment.
* **Please note that applicants will only be short listed if they demonstrate that they meet the essential requirements of the Person Specification that can be assessed from the application form.** You must therefore, give evidence which shows how you meet the specification. If the specification states “able to use initiative and work unsupervised” it will not be sufficient to say “I can work unsupervised and show initiative” you must quote examples of your work/life which demonstrate these attributes.
* Mention any relevant experience you have acquired outside work, such as community, voluntary or leisure interests.
* Above all, gear your application to this specific job.
* Internal applicants must not assume any prior knowledge by the shortlist and interview panel and must give full details.



**Recruitment of Ex-Offenders Policy**

**1. Introduction**

The [code of practice](https://www.gov.uk/government/publications/dbs-code-of-practice) published under section 122 of the Police Act 1997 advises that it is a requirement that all registered bodies must treat DBS applicants who have a criminal record fairly and not discriminate automatically because of a conviction or other information revealed.

The code also obliges registered bodies to have a written policy on the recruitment of ex-offenders; a copy of which can be given to DBS applicants at the outset of the recruitment process.

**2. Further information about conviction information**

On the 29 May 2013, legislation came into force that allows certain old and minor cautions and convictions to no longer be subject to disclosure.

* in addition, employers will no longer be able to take an individual’s old and minor cautions and convictions into account when making decisions
* all cautions and convictions for specified serious violent and sexual offences, and other specified offences of relevance for posts concerned with safeguarding children and vulnerable adults, will remain subject to disclosure. In addition, all convictions resulting in a custodial sentence, whether or not suspended, will remain subject to disclosure, as will all convictions where an individual has more than one conviction recorded
* applicants can be directed to the guidance and criteria which explains the [filtering of old and minor cautions and convictions](https://www.gov.uk/government/collections/dbs-filtering-guidance) which are now ‘protected’ so not subject to disclosure to employers

**3. Policy**

* as an employer assessing applicants’ suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), West Oaks SEN Specialist School and College complies fully with the [code of practice](https://www.gov.uk/government/publications/dbs-code-of-practice) and undertakes to treat all applicants for positions fairly
* West Oaks SEN Specialist School and College undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed
* West Oaks SEN Specialist School and College can only ask an individual to provide details of convictions and cautions that West Oaks SEN Specialist School and College are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended)
* West Oaks SEN Specialist School and College can only ask an individual about convictions and cautions that are not protected
* West Oaks SEN Specialist School and College is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background



* West Oaks SEN Specialist School and College has a written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process
* West Oaks SEN Specialist School and College actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records
* West Oaks SEN Specialist School and College select all candidates for interview based on their skills, qualifications and experience
* an application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position
* West Oaks SEN Specialist School and College ensures that all those in the school who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences
* West Oaks SEN Specialist School and College also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974
* at interview, or in a separate discussion, West Oaks SEN Specialist School and College ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment
* West Oaks SEN Specialist School and College makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](https://www.gov.uk/government/publications/dbs-code-of-practice) and makes a copy available on request
* West Oaks SEN Specialist School and College undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.