

March 2016

Stevenage Education Support Centre



SESC

Stevenage Education
Support Centre

Head of Centre
Application Pack

Stevenage Education Support Centre

Stevenage ESC
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March 2016

Thank you for your interest in the position of Head of Stevenage Education Support Centre our Key Stage 3 pupil referral unit which currently caters for 12 vulnerable Students. Stevenage ESC operates under a fully delegated budget from Hertfordshire County Council. Members of the Management Committee wish to appoint, for September 2016, a visionary Head of Centre who will inspire and motivate colleagues to provide outstanding teaching and learning. The successful applicant will have the support of a local Executive Headteacher.

This is an exciting time to be joining Stevenage ESC, it has recently moved to new fully refurbished premises and there is a full intent to expand the provision from September 2017 to offer Key Stage 4 Alternative Provision to Stevenage Schools.

The Management Committee are seeking a forward thinking leader with an enthusiastic clear thinking focused approach who can lead and develop the centre to meet the needs of schools and pupils into the future.

The ESC has a warm, welcoming atmosphere with a small team of dedicated and committed staff who teach a broad, personalised and enriched curriculum catering for the needs of individual pupils in a nurturing environment.

The ESC was judged 'Good' by Ofsted in 2012.

You are welcome to visit the ESC informally. To arrange a visit please email or call the centre. If you wish to have an informal talk about the position please contact Tony Fitzpatrick, Executive Headteacher t.fitzpatrick@barnwell.herts.sch.uk

Further details of the ESC and the application process are included in this application pack.

We look forward to receiving your application. You will need to complete the application form, person specification form and provide a covering letter. The information provided will be used to complete our statutory checks and to select shortlisted candidates for the post.

I wish you every success with your application

Yours faithfully

Geraint Edwards
Chair of Management Committee

Stevenage Education Support Centre

About the role

Post Title: Head of Centre

Responsible to: The Federated Management Committee of Stevenage and North Herts ESC's

Grade: L16 to 21

Contract: Permanent - Teachers Pay and Conditions

The new Head will need:

- To be a qualified and experienced teacher
- To be clear thinking with a flexibility of thought, focussed, enthusiastic, decisive, a good planner, a forward thinker, a good manager, knowledgeable about children and family dynamics, have worked at SLT level in either a PRU, Special or Mainstream School
- To have experience of successful working with children with challenging behaviour in the secondary age group and with an understanding of behaviour in younger years.
- To have a sound knowledge of the wide range of Special Needs and SEN provision and legislation, this is an essential element of understanding.
- To have knowledge of and experience of working with a range of external agencies.
- To have completed the NPQH or in the process of obtaining.
- To be financially aware and capable of managing at times a complex budget.

Background

Stevenage ESC is one of seven Hertfordshire Education Support Centre's or PRU's. First established in 1995 the centre has responded well to the changing demands of education over this time and is classed as Good with some outstanding features from the last Ofsted inspection in December 2012. This ESC is the only KS3 centre in Hertfordshire and it works very closely with North Herts KS4 ESC in North Hertfordshire.

The ESC serves secondary schools in the towns of Stevenage, Hitchin, Letchworth, Baldock and Royston through making full time education available to KS3 children who are permanently excluded, at risk of permanent exclusion or who have no school place and are classed as hard to place. Pupils from outside of Stevenage currently arrive by taxi provided by the local authority and organised by the centre Administrative team. When space allows the centre will offer full time places to pupils on a Respite basis who after half a term will return to their mainstream School place.

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The ESC has recently moved to new premises during December 2015. The centre provides for a maximum of twelve pupils on site taught in three groups of four by subject specialist teachers and teaching assistants.

Pupils on entry are required to complete a range of assessments which are used to inform staff planning and lesson delivery as well as to identify/confirm any learning difficulties.

The centre is staffed by a Head of Centre and Deputy who hold the responsibility for the day to day running of the centre as well as the planning, monitoring, evaluation, reporting and performance of the staff and pupils. The Head of Centre will work in conjunction with the Executive Headteacher in a strategic capacity. There are currently fifteen staff employed at the centre, this comprises of seven qualified teachers, one HLTA, three teaching assistants, two admin staff and two transition workers.

Teaching is generally delivered by specialist teachers and the curriculum and centre organisation currently follows that of a secondary school in as far as the limitations on space and facilities allow.

Other Services/Management Responsibilities

In addition to the on-site education the centre also provides a Behaviour Support Outreach Service to the Stevenage Secondary schools offering advice and strategies as well as working with a number of individual pupils or small groups. A further aspect of the Outreach is a part-time shared education provision, the Back on Track Programme (BAT), (two hours daily except Wednesdays) for pupils in the early stages of deteriorating behaviour but requiring greater input than that of the Outreach Service.

Longer term, in response to and in conjunction with the local secondary schools, there is currently a review being undertaken to enable the provision of Key Stage 4 provision at the centre from September 2017.

Under a separate agreement with the Local Authority the ESC also provides a similar outreach service to the Stevenage Primary schools but this is much more of an advisory service due to the limited time available. It is also likely that there will be changes to this service in the future and it is likely that the Head will be expected to play a role in these developments.

In addition to being a member of the local Secondary and Primary Headteacher groups the Headteacher is a trustee of the local Stevenage Educational Trust (SET). It is also envisaged that the appointee will be invited to join the trustees.

Finally the Head is also a member of the Stevenage Developing Special Provision Locally (DSPL) group, a group which oversees strategically the SN provision offered in the Stevenage area of which the ESC is considered to be a part. It is anticipated that the appointee will join this group. It is through this group and the annual DSPL plan that the funding for the Transition Workers is provided and received and on their behalf the ESC employs, manages and provides a work space for the Transition workers who work to support the Year 6 to 7 Transition from Primary to Secondary school working closely with the Primary Outreach staff.

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Application information

For your information, please note the following when completing your application:

- Read the job description and person specification carefully
- Complete a supporting personal statement as part of the application, making sure you address each of the criteria indicated in the person specification
- Use a covering letter to support your application

Applicants may only be shortlisted if they indicate in their application that they meet the shortlisting criteria on the Person Specification. Your completed application form and attachments are the only basis for considering your initial suitability for the post.

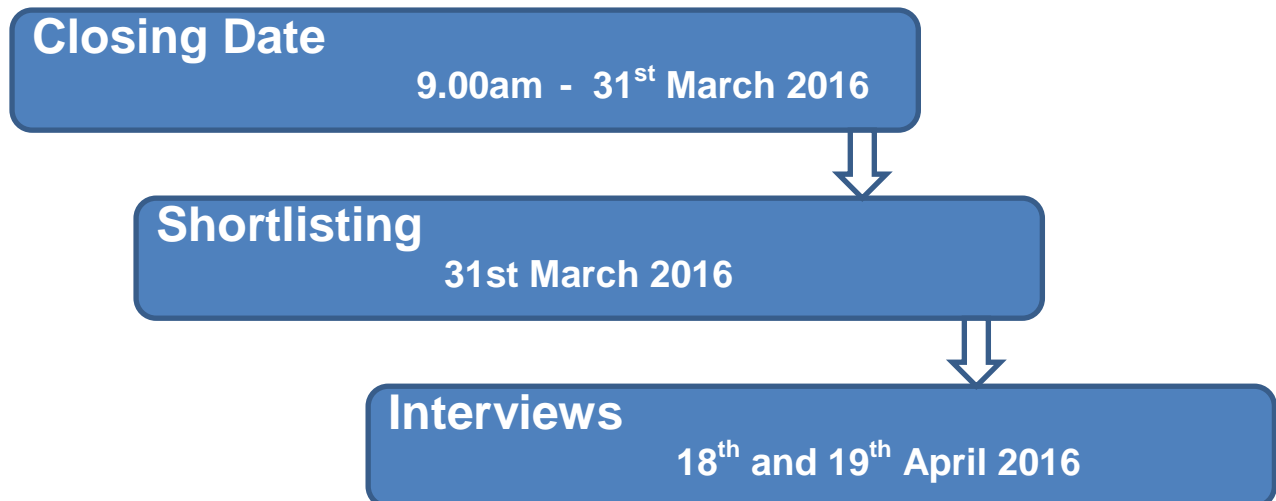
Unfortunately, we are unable to provide feedback to applicants who are not shortlisted for interview. However, you will receive an email informing you of the outcome of your application within four weeks of the closing date.

Disabled Applicants

Applicants who are disabled and are covered under the Disability Provision of Equality Act 2010 and meet the essential criteria for the role will be invited to the selection process.

Recruitment Stages

The flowchart below informs you of the proposed recruitment timeline and different stages candidates will follow during this recruitment process.



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Disclosure & Barring Service (DBS) Check

Successful applicants will be required to obtain an Enhanced DBS check considered satisfactory by the Hertfordshire County Council. HCC is an Equal Opportunities employer and having a criminal record does not necessarily bar you from working within the County.

This will depend on the nature of the position and the circumstances and background of your offences. We will not unfairly discriminate against you on the basis of conviction or other details revealed.

However, we are also fully committed to protecting our vulnerable students and will fully comply with the DBS code of practice. For a copy of the code, please visit <http://www.homeoffice.gov.uk/dbs>.

Failure to disclose information or providing deliberate false information in order to gain employment may lead to your dismissal or a withdrawal of an offer of employment.

Rehabilitation of offenders Act

This post is exempt from section 4 (2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.

We have a highly competitive remuneration and benefits package:

Remuneration

Grade: **Leadership L16 – L21**

Salary range: **£55,951- £62,521 p.a. inc.**

Hours of Work

Full Time, School Teachers' Pay and Conditions Document

Annual leave

School Teachers' Pay and Conditions Document

Start Date

Required from September 2016

Pensions

Teachers' Pensions Scheme www.teacherspension.co.uk

Training

We offer an extensive CPD programme, in association with HCC, Herts for Learning and Stevenage Educational Trust.

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The Role of the Head of Centre at Stevenage ESC

The Head of the ESC holds an influential role within the local partnership areas and is seen as a key lead professional in terms of supporting challenging behaviour within the communities served and re-engaging challenging young people with their education. It is a requirement of the role of the ESC that it is seen to respond to the needs of the schools and their pupils and supports both to the best of its ability within the funds allocated.

The Head of Centre will also be expected to create a climate that promotes the highest possible levels of student behaviour, set standards and expectations for high academic achievement within and beyond the centre, recognising differences and respecting cultural diversity within contemporary Britain.

Job Description:

1. JOB PURPOSE:

- 1.1 To provide vision and leadership for the Education Support Centre to secure its effectiveness in ensuring high quality education for all its pupils and improved standards of learning and achievement.
- 1.2 The professional duties and responsibilities of the Head of Centre are contained in the School Teacher's Pay and Conditions Document and the key areas are contained in the DfE National Standards for Headteachers.

2. POLICY FRAMEWORK AND REQUIREMENTS

The Head of Centre will carry out his/her professional duties in accordance with and subject to:

- 2.1 The School Teachers Pay and Conditions Document
- 2.2 The Provisions of the Education Acts
- 2.3 Any orders and regulations having effect thereunder
- 2.4 The instrument of government of the ESC
- 2.5 Hertfordshire Local Authority policies

The Head of Centre shall carry out such duties in accordance with and subject to the following:

- 2.6 Any rule, regulations or policies laid down by the Management Committee
- 2.7 Any rules, regulations or policies laid down by the authority with respect to

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matters for which the Management Committee is not responsible

2.8 The terms of his/her employment

3. GENERAL FUNCTIONS

Along with the Executive Headteacher, the Head of Centre will be responsible for the organisation, management and control of the ESC which includes its outreach commitments

In order to achieve this purpose, eight key areas of leadership are identified:

1. Strategic Direction
2. Leadership and Management
3. Leading Learning and Teaching
4. Managing the Organisation
5. Safeguarding
6. Securing Accountability
7. Strengthening the Community
8. Other Duties

3.1 STRATEGIC DIRECTION

The Head of Centre will:

- 3.1.1 In agreement with the Executive Headteacher and management committee share and develop the strategic vision, identify and keep under review the aims and objectives of the ESC, formulate policies and plans for their implementation and development.
- 3.1.2 Ensure the vision is clearly articulated, shared, understood and acted upon by all.
- 3.1.3 Apply knowledge and critical understanding of current developments in education policy at local and national level.
- 3.1.4 Build and maintain excellent practice in order to ensure continuous improvement in the quality of pupil experience.
- 3.1.5 Ensure that strategic planning includes the social, emotional, intellectual and spiritual aspects of education and takes account of the diversities that comprise the makeup of the ESC and its wider community.
- 3.1.6 Use quality assurance strategies to evidence the need for and effectiveness of change.
- 3.1.7 Demonstrate personal commitment to continuous improvement through rigorous self- evaluation and improvement planning.

3.2 LEADERSHIP AND MANAGEMENT

Supported by the Executive Headteacher, the Head of Centre will lead by example, providing inspiring and purposeful leadership for staff, pupils and the wider community and will:

- 3.2.1 Promote and develop the ethos and values that underpin the provision.
- 3.2.2 Oversee developments by agreeing performance criteria and monitoring progress towards their achievements.
- 3.2.3 Motivate staff and pupils in all areas of the curriculum, including extracurricular activities.
- 3.2.4 Review the career development and performance of all staff through appropriate appraisal and performance related processes.
- 3.2.5 Recruit, retain and deploy high calibre staff appropriately and manage their workload to achieve the visions and goals of the ESC.
- 3.2.6 Promote and ensure equality of opportunity and fairness, complying with all relevant legislation.

3.3 LEADING TEACHING AND LEARNING

The headteacher will set high expectations, monitor, and evaluate the effectiveness of learning outcomes by:

- 3.3.1 Overseeing the implementation and maintenance of a curriculum incorporating the national curriculum, relevant to the academic abilities and needs of pupils.
- 3.3.2 Ensure effective delivery of the curriculum, ensuring high standards of expectation to maximise pupils' achievement.
- 3.3.3 Ensure that learning is at the heart of everything that is done.
- 3.3.4 Inspire and support outstanding practice in learning and teaching, fostering a culture of excellence.
- 3.3.5 Enable a consistent and continuous focus on pupils' progress and attainment using data and benchmarks to monitor progress in every pupil's learning.
- 3.3.6 Monitor and evaluate the quality of learning and teaching and promote improvement strategies.
- 3.3.7 Review and develop a policy for the professional development and enrichment of all staff ensuring that staff have access to advice and training appropriate to their needs.
- 3.3.8 Review and develop an effective assessment, recording and reporting system of the progress of all pupils at each key stage.
- 3.3.9 Implement strategies that secure high standards of behaviour and attendance.
- 3.3.10 Promote and encourage creativity, innovation and the use of appropriate technologies to enhance the learning of all pupils.
- 3.3.11 Develop and maintain programmes of extracurricular activities and provide opportunities for a broad range of skills and learning experiences, including

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artistic and musical opportunities.

- 3.3.12 Encourage creative, responsive and effective approaches to learning and teaching.
- 3.3.13 Challenge under-performance at all levels, ensuring effective management and appropriate follow-up.
- 3.3.14 Demonstrate high expectations and set stretching targets for the ESC.
- 3.3.15 Recognise the importance of pupil voice so pupils know to whom they can turn if problems arise with peers and adults.
- 3.3.16 Ensure that newly appointed members of staff have appropriate induction and support.
- 3.3.17 Delegate appropriate duties to the deputy head teacher and other colleagues, encouraging their assistance in formulating the ESC's aims and objectives and establishing policies for their achievement, and in managing staff and resources.

3.4 MANAGING THE ORGANISATION

The Head of Centre will provide effective organisation and management and seek ways of improving organisational structures and functions to provide a safe and supportive environment. The Head of Centre will:

- 3.4.1 Maintain and develop a structure that reflects the values but which also ensures the management systems, structures and processes work both effectively and legally.
- 3.4.2 Produce and implement clear, evidence-based improvement plans and policies for the development of the ESC and its facilities, taking account of national and local circumstances.
- 3.4.3 Create and implement a Development Plan, underpinned by sound financial planning, which identifies priorities and targets to ensure pupils achieve high standards and make progress, increasing teacher effectiveness and securing overall improvement.
- 3.4.4 Manage the environment efficiently and effectively, ensuring it meets the needs of the curriculum and health and safety requirements and regulations.
- 3.4.5 Monitor and evaluate the performance of the ESC and review it with the Executive Headteacher and Management Committee regularly.
- 3.4.6 Allocate and control ESC budgets and finances in agreement with the Executive Headteacher and management committee.

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3.5 SAFEGUARDING

The Head of Centre will:

- 3.5.1 Support and implement the local authority safeguarding policy.
- 3.5.2 Ensure appropriate checking and vetting procedures are carried out on staff, volunteers and visitors and ensure compliance by partner organisations.
- 3.5.3 Ensure risk assessments are undertaken before out of ESC visits and residential visits are undertaken.

3.6 SECURING ACCOUNTABILITY

The Head of Centre will:

- 3.6.1 Fulfil his/her commitment arising from contractual accountability to the Local Authority.
- 3.6.2 Further develop and sustain effective relationships with the Management Committee, and its Chair in particular, to ensure the effective management of the ESC.
- 3.6.3 Combine the outcomes of regular self-review with external evaluations in order to develop provision.
- 3.6.4 Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluation.
- 3.6.5 Develop and present a coherent, understandable and accurate account of the performance of the provision both on and off site to a range of audiences.
- 3.6.6 Integrate the budget plan with ESC improvement and staff development plans.
- 3.6.7 Take full responsibility, as budget holder for financial and resource management, working to ensure that financial regulations are adhered to.

3.7 STRENGTHENING THE COMMUNITY

The Head of Centre will:

- 3.7.1 Create a culture of respect and inclusion and a commitment to the broader community and collaborate with other schools and organisations to share expertise.
- 3.7.2 Create and improve effective working relationships with all those involved with the ESC community, working proactively to resolve any issues.
- 3.7.3 Ensure that high quality liaison and consultation takes place within effective structures, to the benefit of all relevant stakeholders.
- 3.7.4 Be a champion for the ESC within the local community and beyond.
- 3.7.5 Promote and strengthen the culture of the provision, which takes account of the richness and diversity of the community.

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- 3.7.6 Collaborate with other agencies in providing for the academic, moral, social, emotional, spiritual and cultural well-being of pupils and their families.
- 3.7.7 Maintain and develop an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- 3.7.8 Use a variety of data to understand strengths and weaknesses in order to promote achievement and accountability for pupil learning.

3.8 OTHER DUTIES

The Head of Centre will:

- 3.8.1 Undertake responsibilities related to the provision delegated to you by the Executive Headteacher and management committee.
- 3.8.2 Report in appropriate ways to the management committee and incorporate its decisions within the development of policy, meeting legal requirements.
- 3.8.3 Ensure the unit operates within agreed local education authority and national guidelines.
- 3.8.4 Keep up to date with current educational thought and developments by and attendance at in-service activities for professional development and in order to further good practice.
- 3.8.5 Arrange for a Deputy Head Teacher, or other suitable person, to assume responsibility and substitute for you at any time when you are absent from the ESC.
- 3.8.6 Liaise with the appropriate personnel to ensure adequate supervision, security and maintenance of the ESC buildings and ground.

It is expected that the Head of Centre will uphold and work to the four domains of the new National Standards of excellence for Headteachers:

Domain One:

Excellent Headteachers: qualities and knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a high-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, management committee and members of the local community.

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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 centre's vision, ably translating local and national policy into the centre's context.
6. Communicate compellingly the centre's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two:

Excellent Headteachers: pupils and staff

Headteachers:

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' 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.

Domain Three:

Excellent Headteachers: systems and process

Headteachers:

1. Ensure that the centre'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 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.

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4. Welcome strong governance and actively support the Management Committee to understand its role and deliver its functions effectively – in particular its functions to set centre strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum and service-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the centre'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.

Domain Four:

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 pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
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 centre improvement, leadership and management, 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.

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The Personal Specification that will be used to select applicants is detailed below:

PERSON SPECIFICATION	
Post Title:	Head of Centre

The person specification below shows the key abilities and skills we are looking for in our new Head of Centre. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area, and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a school context.			Essential (E) / Desirable (D)	Shortlisting	Interview
1	Qualifications	I. Qualified teacher status	E	✓	
		II. NPQH or further professional qualification	D		
2	Experience	I. Successful leadership experience in a school or PRU	E	✓	✓
		II. Successful teaching experience of a subject or of the age range served by the ESC	E	✓	
3	Strategic Direction	I. Ability to provide clear educational vision and direction and lead by example	E	✓	✓
		II. Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these	E	✓	✓
		III. Successful experience of working in partnership with a management committee or governing body	E	✓	✓
		IV. Evidence of introducing effective strategies for improvement	E	✓	✓
		V. Up to date knowledge of current educational developments and statutory requirements	E	✓	✓
		VI. Ability to work in partnership with other schools to share strengths and support development	E		✓

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4	Leading and Managing Staff	I. Ability to plan, allocate, delegate, support and evaluate work undertaken by staff	E	✓	✓
		II. Ability to consult and negotiate effectively with different stakeholders involved including pupils	E	✓	✓
		III. Ability to coach, mentor and motivate staff to improve performance	E	✓	✓
5	Standards	IV. Evidence of raising attainment and pupils' rates of progress	E	✓	✓
		V. Ability to collect, analyse and use data on pupils' progress and attainment	E	✓	
		VI. Ability to set and achieve challenging targets for teachers and pupils	E	✓	✓
6	Teaching and Learning	I. Understanding of the principles of effective teaching and learning and the ability to promote a culture that addresses barriers to learning	E	✓	✓
		II. Evidence of successfully engaging all pupils through an exciting and innovative curriculum	E	✓	✓
		III. High expectations and a commitment that pupils will achieve both personally and academically	E	✓	✓
		IV. Evidence of successful use of assessment to improving outcomes	E	✓	✓
		V. Successful experience of promoting the personal, social, moral, cultural and spiritual development of pupils	E	✓	✓
		VI. Successful experience of supporting pupils with SEND	D	✓	✓
7	Ethos and Inclusion	I. Ability to create and maintain an environment, which promotes good behaviour, attendance and punctuality	E	✓	✓
		II. Commitment to inclusion of vulnerable pupils	E	✓	✓
		III. Genuine commitment to the welfare, happiness and success of pupils as they mature	E	✓	
		IV. Commitment to early intervention approaches with families and collaborative working with key partners	E	✓	✓
		V. Providing opportunities for pupil voice in support the development of provision	E	✓	✓

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8	Relationship with Parents and the Wider Community	I. Successful experience of creating and maintaining effective partnerships with parents/carers and the community, to enhance learning	E	✓	✓
9	Deployment of Staff and Resources	I. Ability to set, interpret, monitor and manage a budget effectively	E	✓	
		II. Ability to manage, monitor and review the use of all available resources, ensuring best value.	E	✓	
		III. Experience of recruiting, selecting, deploying staff and addressing underperformance	E	✓	✓
10	Safeguarding and Inclusion	I. Thorough knowledge of safeguarding legislation and safer working practices	E	✓	✓
		II. Experience of promoting the welfare and safeguarding of pupils	E	✓	✓
11	Other Skills and Abilities	I. Ability to manage time well and work under pressure to deadlines.	E	✓	
		II. Ability to form and maintain appropriate professional relationships	E	✓	
		III. Resilience, flexibility and ability to retain a sense of perspective	E	✓	✓

Key Information for Applicants:

Prospective candidates informal visit to the centre	Please contact the centre
Closing date for applications	9.00am Thursday 31st March
Shortlisting date	Thursday 31 st March
Interview date	Monday 18 th & Tuesday 19 th April

All required forms can be downloaded from the Teach in Herts Website:

www.teachinherts.com

To ensure that your application can be considered please complete and attach all of the documents below

- Application form
- Person Specification form
- A covering letter of no more than two pages A4 detailing how you will lead and manage the ESC and ensure that it moves to an Outstanding provision for Alternative Education

Notes: