



## Bedelsford School

*Working together to make the  
most of every child's abilities*

# Head of Secondary & Post 16

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## Candidate Pack



# Welcome

Welcome to Bedelsford School - It is my great privilege to be Principal of Bedelsford School and I thank you for your interest in our Head of Secondary and Post 16 role. At Bedelsford we work together in partnership with families and multi-agency colleagues to ensure all our inspiring learners reach their full potential whatever that may be for each individual.

All our learners have complex physical or learning disabilities including those with complex medical needs. We provide an education that not only enables learners to continually learn and progress but that also offers exciting and aspirational opportunities to take part in learning activities that prepare them for adulthood, overcome any barriers and lead to lifelong achievement and wellbeing.

We are currently seeking to recruit a Head of Secondary and Post 16. This is a key role on our Senior Leadership Team and is a fantastic opportunity for the right candidate to join our experienced team dedicated to enhancing our learners future life-long outcomes. This role will offer an opportunity to work with our inspiring learners alongside leading our highly dedicated and experienced staff team to develop further their aspirations and provision.

Bedelsford School is part of an established family of specialist academies that make up Orchard Hill College Academy Trust, which is currently comprised of 14 academies across London, Surrey, Sussex and Berkshire. The Trust was established in 2013 by Orchard Hill College and together Orchard Hill College who advocate for children and young people with SEND to ensure they receive the best possible opportunities to achieve their full potential.

It is an exciting time to be joining Bedelsford School and we look forward to receiving your application.

**Julia James**



# Vision and Ethos



## Mission Statement

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Working together to make the most of every child's ability in:

- Social and Emotional Skills
- Cognitive and Learning Skills
- Independence Skills
- Physical and Sensory Skills
- Communication and Interaction Skills

## Vision Statement

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Bedelsford School provides a stimulating and safe learning environment in which all pupils are supported to engage in and enjoy their learning whilst managing their physical difficulties and complex health needs.

We facilitate the growth of independence, the achievement of every pupil's potential and the development of a positive attitude to life after school.

## Who we are

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Bedelsford School is a special school which provides innovative education and a stimulating environment for pupils who have a wide range of complex learning and physical disabilities, including profound and multiple learning difficulties and complex health needs. We offer day school provision for students aged 2 to 19 years old.

All the classes are small with excellent support from experienced and well-trained staff. The National Curriculum is differentiated to suit individual needs and all pupils have their own Individual Learning Intentions. The Nursery and Reception classes follow the Early Years Foundation Curriculum.

The Primary and Secondary Departments follow the mainstream model with input from specialist teachers in sports, music, and art, where three curricula (pre-formal, semi-formal and formal) create Learning Pathway for all students.

At KS4 all pupils follow accredited courses within the Foundation Learning Curriculum where appropriate pathways are created to provide best learning outcomes for all students. Our Sixth Form provides learners with opportunities to achieve

ASDAN and OCR accreditation. The school is well supported by a team of therapists who work alongside the teaching staff including speech and language therapists, physiotherapists, occupational therapists and a full-time nurse and healthcare assistants. The school also has music therapists, a counsellor and a swimming teacher.

Our excellent facilities include a Sensory Garden, Sensory Theatre and a number of Sensory Rooms as well as a Safe Space. Therapy provision includes a hydro-pool, 'Hanging baskets of Bedelsford' garden and a multi-sensory learning area. There are two outside recreational areas, one for primary and one for secondary-aged pupils. All of these areas are fully accessible to pupils in wheelchairs and both outside play areas have been refurbished recently.

The school is fortunate to have its own catering facilities with fresh meals prepared daily on site. We are located in the centre of Kingston-upon-Thames and the school is easily able to access the local community, especially at Key Stage 4 and Sixth Form when vocational courses focus on independence skills.





## Job Description

# Head of Secondary & Post 16

**Salary:** L3-L8 £50,059 - £56,174

### General responsibilities:

1. The education and welfare of designated classes or groups of students in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to the school's aims, vision, objectives, schemes of work and school policies.
2. To share in the corporate responsibility for the wellbeing and discipline of all pupils.
3. To carry out any reasonable instructions given by the Senior Leadership Team.

### Specific duties

#### Leadership and Management

- To ensure the smooth running of the 6th Form and Secondary Departments through liaison with the Senior Leadership Team (SLT) – organising staff and resources as required on a day to day basis.
- To co-ordinate joint activities throughout the departments, including meetings, curriculum planning and organising timetables.
- To communicate and report to the SLT about developments, both curricular and organisational.
- To take an active part, and corporate role, in the SLT and work as part of a multidisciplinary team with other professionals, participating in the preparation of the School Development Plan.
- To act as Curriculum Coordinator for a specific curriculum area.
- To deputise as necessary for the Principal/Vice Principal/Deputy Headteacher in their absence.
- To assist in the organisation, development and maintenance of communication systems within the school, with parents and governors.
- To support teachers with the Performance Management/Appraisal process for TAs.
- To lead appropriate sessions and participate in school based in-service training.



## Job Description

# Head of Secondary & Post 16

## Management of Learning and Teaching

- To have clear intentions for students' learning and to use knowledge of school policy and curriculum to plan differentiated work to meet the needs of individuals and groups promoting progression, continuity and quality of learning.
- To create personalised accreditation pathways of learning for students enabling them to achieve their highest achievable potential both academically and in the development of social, emotional and life skills.
- To ensure students are prepared and entered for appropriate accreditations and that evidence is collated to ensure highest achievement is accredited.
- To facilitate and support students to prepare for adulthood and next steps throughout their curriculum
- To use a variety of suitable teaching and learning styles and to communicate clear learning objectives and expectations.
- To support students' behaviour taking into account their personal, social and emotional needs.
- To use relevant classroom management strategies to ensure that a purposeful environment for teaching and learning can take place and to lead by clear example in this regard.
- To promote pupils' spiritual, moral, social and cultural development and contribute to the positive ethos of the school.
- To assist teachers to plan and assess effectively including Individual Learning Intentions and organise children's profiles ensuring that each pupil has high quality records of achievement and indicators of progress, using both qualitative and quantitative data.



## Job Description

# Head of Secondary & Post 16

### Management of People, Students and resources.

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- To establish and maintain a positive regard towards both students and staff.
- To work as a member of a team, planning co-operatively, sharing information, ideas and expertise.
- To consult, plan and develop strong relationships with special support providers and outside agencies particularly colleges, supported living and potential work experience placements.
- To establish good relationships with Parents/ Carers to promote students' learning and development.
- To organise and maintain a stimulating working environment appropriate for children within the department.
- To ensure that resources are organised and readily available to promote learning and to assist in the efficient deployment of resources in the school, including financial resources.
- To support the maintenance of an attractive and purposeful working environment.
- To perform any additional duties as directed by the Senior Leadership Team

### Safeguarding

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Bedelsford School is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post holder will be required to adhere to the school's safeguarding procedures and policies and be seen to actively promote Bedelsford's safeguarding systems among staff under his/her line management.

### General notes

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1. Job descriptions are regularly reviewed.
2. The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

## Person Specification for the Head Secondary and Post 16 Department at Bedelsford School

Please state, in numerical order, how you meet the following selection criteria. Candidates will be shortlisted entirely on the basis of the extent to which they meet the criteria in their application form. Please ensure that you address every aspect, in turn, and number them under each heading. All elements are essential unless otherwise stated. Where 'desirable' is stated, only comment if you have the appropriate skills or experience. Please ensure that your supporting statement is no more than four sides of typed A4.

Area	Requirements
<b>Qualifications</b>	<ol style="list-style-type: none"> <li>1 Qualified Teacher Status</li> <li>• Additional qualification in the education of children with SEN (desirable)</li> </ol>
<b>Teaching Experience</b>	<ol style="list-style-type: none"> <li>2 Recent experience of excellent teaching of pupils with special educational needs within a school setting.</li> </ol>
<b>Professional Skills</b>	<ol style="list-style-type: none"> <li>3 Proven ability to demonstrate excellent classroom practice.</li> <li>4 Proven ability in working successfully as part of a staff team</li> <li>5 Evidence of knowing how to evaluate one's own strengths and weaknesses.</li> <li>6 Evidence of effective partnership working with parents and carers.               <ul style="list-style-type: none"> <li>• Evidence of successful multi-agency working (desirable).</li> </ul> </li> </ol>
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>7 Knowledge and experience of current good practice and curriculum developments in special and mainstream education provision.</li> <li>8 Knowledge of how the National Curriculum Programmes of Study can guide curriculum planning.</li> <li>9 Knowledge of Engagement scales and new Assessment protocols</li> <li>10 Knowledge of Accreditation schemes such as OCR, ASDAN and AQA</li> <li>11 More extensive knowledge of and/or interest in at least one curriculum area.</li> <li>12 Knowledge of successful practice in teaching pupils with physical disabilities and complex needs</li> <li>13 Firm commitment to one's own continuing professional development</li> </ol>
<b>Leadership, Management and Personal Skills</b>	<p>Proven ability :</p> <ol style="list-style-type: none"> <li>14 To generate enthusiasm for new ideas in both pupils and staff and inspire others with confidence.</li> <li>15 And evidence of contribution to the School Development Planning process and having implemented action at least at middle leadership level.</li> <li>16 Evidence of knowing how to evaluate a school's strengths and weaknesses.</li> <li>17 Communicate effectively to groups and individuals, both orally and in writing.</li> <li>18 Demonstrate a flexible approach to a variety of issues and a willingness to actively listen to others.</li> <li>19 Analyse situations, to prioritise and to help to implement realistic solutions.</li> <li>20 Provide advice and guidance to parents in a positive and clear manner.</li> <li>21 Remain calm when working under pressure.</li> <li>22 Work as part of the Leadership Team showing high levels of commitment.</li> </ol>
<b>Philosophy</b>	<ol style="list-style-type: none"> <li>23 Commitment to the provision of high quality education and pastoral care, including safeguarding, for all pupils.</li> <li>24 Expectation of high pupil achievement.</li> <li>25 Evidence of understanding and commitment to equality of opportunity and respect for pupils' individual differences.</li> <li>26 Commitment to parental partnership in education and developing links between school, home &amp; the community.</li> </ol>



# ACADEMICIS

## How to apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Vonya Campey at Academicis, our recruitment partner, on [vcampey@academicis.co.uk](mailto:vcampey@academicis.co.uk) or by phone on 07340 010983/01223 907979

**Closing date:** Monday 20th March 2023

**Shortlisting:** Wednesday 22nd March 2023

**Interviews:** Tuesday 28th March 2023

To apply for the role please use the Quick Apply option on the TES portal.

Please note that CV applications will not be considered.



For more information about our school visit [www.bedelsfordschool.org](http://www.bedelsfordschool.org)



Bedelsford School is proud to be part of Orchard Hill College & Academy Trust [www.ohcat.org](http://www.ohcat.org)