



SHAFTESBURY HIGH SCHOOL

EMPOWERMENT · POSITIVITY · WELLBEING

A Secondary Special School for pupils aged 11-16
with learning difficulties, autism and speech,
language and communication needs.

Headteacher Candidate Pack
May 2021



SHAFTESBURY HIGH SCHOOL

Contents

Welcome from the Chair of Governors	Page 3 – 4
About us	Page 5 - 6
Our vision	Page 7 - 8
Beyond traditional education	Page 9 - 12
Our new Headteacher	Page 13
We can offer	Page 14
Job description	Page 15 - 16
Person specification	Page 17 - 19
Information for candidates	Page 20 - 22



SHAFTESBURY HIGH SCHOOL

Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the Headteacher role at Shaftesbury High School. I hope you find this information pack a useful introduction to our school. We are delighted that you see Shaftesbury High School as a school where you can make an impact.

The vacancy has arisen as a result of our current Head obtaining a new opportunity as a Chief Executive Officer at an Education organisation after 3 years of successful leadership at Shaftesbury High School.

Shaftesbury High School is a secondary aged special school for over 180 students aged 11 to 19, who experience a wide range of learning difficulties, including emotional behaviour, communication, medical, physical, sensory and social needs. It is a maintained local authority school.

We seek to develop our children as courageous, confident learners, through an innovative approach to the curriculum, assessment and partnerships with other schools and research institutions.

The Governors are proud to be part of an Ofsted rated 'outstanding' school. We believe that a key part of this success is the strong links and relationships that have been developed between staff, pupils, parents and the broader school community.

The Governors of Shaftesbury High School are looking for:

- A leader with an excellent knowledge of the learning needs of our pupils.
- An emotionally intelligent individual who is able to use well developed interpersonal skills and reflective attributes to effectively lead a dynamic school community.
- A creative individual with the skills to continually develop our unique curriculum.
- A confident professional with the continuous drive and ambition to raise standards and aspirations for the whole school.
- A leader that understands and values the contribution of families to the school community.
- A leader who can shape and share our vision and ethos.



SHAFTESBURY HIGH SCHOOL

Letter from the Chair of Governors

We can offer:

- A dedicated and inspirational staff team
- A positive and inclusive school community
- Support from an outstanding Governing Body
- An exciting opportunity to build on the outstanding practice of the school and extend its influence further.

The closing date for applications is Friday 3rd September, 9am. Shortlisting will be taking place on Tuesday 7th September 2021 and interviews will be held on Thursday 16th September & Friday 17th September 2021. For further information about our school, please visit our website.

If you wish to discuss the role please contact Chair of Governors, Jean Lammiman at adminoffice@shaftesbury.harrow.sch.uk to arrange a time.

To arrange a Covid safe visit to the school, please contact Finance and Personnel Officer, Maria Kelly via email at mkelly@shaftesburyhighschool.org, or via telephone on 0208 4282482 extension 220.

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

We wish you the best with your application and look forward to meeting you.

Your

Cllr Jean Lammiman
Chair of Governors



SHAFTESBURY HIGH SCHOOL

About us

Shaftesbury High School is secondary aged school for 170 students, who experience a wide range of learning difficulties, including learning, emotional, behavioural, communication, medical, physical, sensory and social needs. It is a maintained local authority school.

In 2007 Ofsted judged the school as “Outstanding” for its support of parents and carers. Ofsted, conducted whole school inspections in 2008, 2010 and 2016, judged the school to be “Outstanding”.

We aim to provide a broad and balanced programme for all our students.

- To give all students an equal opportunity in their education, whatever their ability, class, race or gender.
- To enable all student to develop their full potential and gain maximum personal and academic achievement.
- To develop self-confidence, tolerance and self-esteem in our students.
- To support all students in their learning thus enabling them to organise themselves efficiently and learn cooperation and independence.
- To create in all students respect for and tolerance of all members of the wider community.
- To involve parent, community groups and local business in developments and activities inside and outside school.



SHAFTESBURY HIGH SCHOOL

Key information

Age Range:	11 – 19 years
Number of Children:	Currently 172, growing to 180 from September 2021
% of children with English as an additional language:	56%
% of children on Free School Meals:	40%
% of children in receipt of Pupil Premium:	48%





SHAFTESBURY HIGH SCHOOL

Our vision

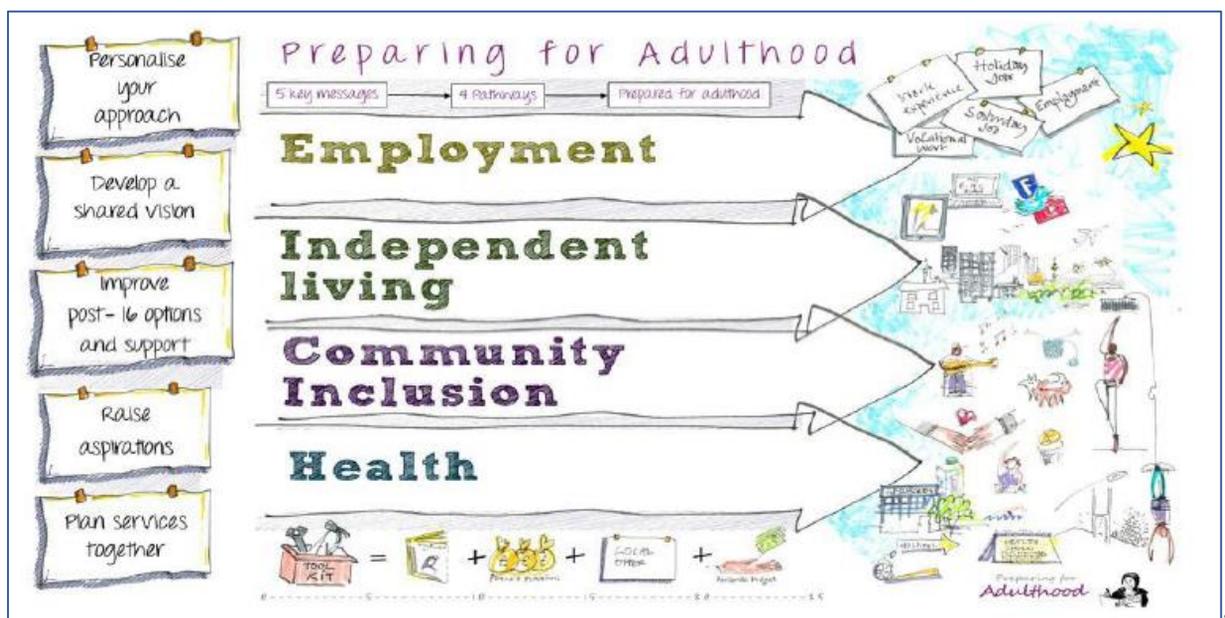
'to build just, collaborative and accessible communities, carving pathways into them'

The **'just'** begins by stakeholders valuing the morals **'Be Kind, Be Respectful, Be Resilient, Be Responsible, Grow'** as their own.

The **'accessible'** means that from the day that students start, they begin their transition beyond school. That they see young people who are or were at the school in community roles that exceed expectations and hold high social value. Seeing these agents of change builds belief that they too can grow to face the challenges of a 21st century society and actively support the positive growth of its culture and climate.

To do so, Shaftesbury looks to expand on how it already **'collaboratively'** hosts, learns, and reaches out and supports its local and global communities to provide empowering and **'accessible'** environments to facilitate positive lifelong learners and meaningful learning, with the 'how' being research based and then evidencing the high-quality outcomes achieved both during and beyond school.

Shaftesbury's knows that by growing its learners, learning and local and global communities, in return our learners benefit from a broader, stronger network. The collaborative network is part of how we look to **'carve pathways'** into our communities- seeking to overcome the evidenced lack of options for our students beyond college and **design new pathways into employment and social belonging**.





SHAFTESBURY HIGH SCHOOL

We gauge the success of our school, curriculum and pedagogy by the number of stakeholders who succeed in finding their path and continue to give back to their communities, thus furthering their fulfilment through belonging, self-value and continual growth.

Our Strategy: How do we get there?

The first aim of the Shaftesbury student's experience is for them to experience fulfilment whilst following their personalised pathway to reach both academic and personal goals they and those supporting them have set around their strengths. We seek to consider the learner, their learning and their environment as the components that shape the experience. We look to design each component to best equip each unique stakeholder with the skills, intelligences and processes of learning so all have the empowerment to **grow** and **find meaning** in voice, actions and choices.

Achieving this is based around the essential role of all stakeholders continuing to grow their **competence** and share their environment and learning, each achieving meaningful, high quality outcomes and a sense of purpose. We look for all to build a **growth mind and body-set**, promoting **autonomy** in structures that hold each other to account, measuring our success against ambitious and **relevant** achievements.

Supporting this requires all to consistently focus on the key components of **wellbeing** and **empowerment** in a broad and diverse **positive culture** where **rights are respected** so all are ready for challenging learning. These components are justified and continue to be academically researched through the fields such as Positive Psychology, Body-Mind Set and Self-Determinism.

In order to drive this into reality, Shaftesbury promotes its stakeholders to identify real issues of our local and global communities and share their success of solving them, whilst growing its network by collaboratively leading improvement and development of SEND provision.

"Those who have a 'why' to live, can bear with almost any 'how'."

Viktor E. Frankl, Man's Search for Meaning

To see our Values, Vision and Mission Statement please [Values, vision and mission statement](#)



SHAFTESBURY HIGH SCHOOL

Beyond traditional education

We look for all to build a **growth mind, body, soul and heart-set**, promoting **autonomy** in structures that hold each other to account, measuring our success against ambitious and **relevant** achievements.

Supporting this requires to consistently focus on the key components of **wellbeing** and **empowerment** in a broad and diverse **positive culture** where **rights are respected** so all are ready for challenging learning. These components are justified and continue to be academically researched through the fields such as Positive Psychology, Body-Mind Set and Self-Determination Theory.

Shaftesbury also employs counsellors, a play therapist, a drama therapist, tutors and all school staff as part of the school's 'Pastoral Team' to ensure our students are 'well, happy and safe'.

Our pedagogy and curriculum, map the journey of becoming life-long learners, both academically and in life- therefore striving towards independence.

The learning approach synchronises with the 6C's (Fullan) that ready the learner for the 21st century:

Character, Citizenship, Communication, Critical Thinking, Collaboration, Creativity and Imagination

We first ready ourselves for learning by ensuring our wellbeing remains balanced in both body and mind. Through positivity, we build trust so that we can work collaboratively. Then we empower our learners to achieve beyond their expectations and encourage them to become agents of change.

What makes our curriculum different to Fullan's is an addition to his Deep Learning, due to the importance for our students being able to live as independently as possible. Therefore, we have added Deep Living to ensure that the pedagogy and curriculum remains conscious of this throughout.

The other priority is **Meaningful Learning**. Meaning is made up of four components:

1. Belonging/love
2. Purpose
3. Fulfilment (Transcendence)
4. Storytelling to yourself about yourself

Shaftesbury's knows that by growing its local and global communities, our learners benefit from a broader, stronger network that they can belong to. We do this through creating a purpose each term by focusing on a different community and solving problems or providing a service or product that is required.

Autumn- **Students and Shaftesbury**

Spring- **Local Communities**

Summer- **Global Communities**

This creates more opportunities for students to both succeed and give back, furthering their fulfilment through belonging, self-value and continual growth in forming and being a part of a just society. We ensure that the journey through Shaftesbury is recorded and reflected upon so that the individual owns it and sees the meaning in all that they achieve.



SHAFTESBURY HIGH SCHOOL

Curriculum

The learning offer is broken down into seven, inter-related, main sections:

- A. Wellbeing
- B. Core
- C. Project
- D. Play
- E. Enrichment Activities
- F. Therapeutic Offer G. Reflection

Overview of How the Curriculum Runs

Along with daily wellbeing sessions (directly focused on EHC targets), structured play and core subject specialists (Literacy, Numeracy, Science, Computing, PSHE, PE, SMSC), we believe our students will achieve higher qualifications in their areas of strength within projects so they can achieve in further education, employment and life.

Students will be investing 10 hours a week into the project, but also in enterprise, employability and independent living. Students will be asked to make their choice at Annual Reviews. By investing approximately 400 hours into their subject per year (as opposed to the 39 or so currently), they can further master their skills, knowledge and processes for learning to a higher level, whilst being more engaged in their learning and achieving high quality outcomes, including qualifications in that subject. By establishing links through giving back to the community, we look to increase motivation to learn whilst growing opportunities for students to find roles that can play in society- through employability, volunteering or socially.

Year 7 will rotate between the six projects by completing one each half term, delivered by their teachers.

Key Stage 3 (year 8 and 9) will rotate between the six projects by completing one each half term but delivered by the project subject specialist.

Key Stage 4 (year 10 and 11) students will be asked to choose one of the Projects below. They will be on this project for at least one year



SHAFTESBURY HIGH SCHOOL

Wellbeing

Aims:

Our priority for wellbeing at Shaftesbury is because we firmly believe that a student has to be ready for learning or else the rest of our curriculum is of little use. This is why it is one of our three values.

We know that a healthy body and mind allows greater and longer learning and living. We believe the body influences the mind and vice versa, we call this **BodyMind**.

We currently offer five different sessions of Wellbeing to support BodyMind:

1. Mindfulness (Social and Emotional)
2. Yoga/Fine Motor (Fine and Gross Motor Skills)
3. Self-Regulation and Resilience (Social and Emotional)
4. Social and Communication (Communication)
5. Independent Living (Independence)

Each student will receive one session of wellbeing per day and sessions are related to Educational Health Care Plan targets (as can be seen in the brackets above). PSHE and SMSC also support wellbeing. The physical health tie in to Physiotherapist and Occupational Health visitors, whilst the mental health of our young people is overseen by our Pastoral Care Team, which includes therapists that the schools employs directly to support our students.

Curriculum:

Less directly, but perhaps equally importantly, the meaningful learning of project work also contributes to the wellbeing of our students. The contribution to Shaftesbury, local and global communities all contribute towards **Meaningful Learning**. Meaning is made up of four components:

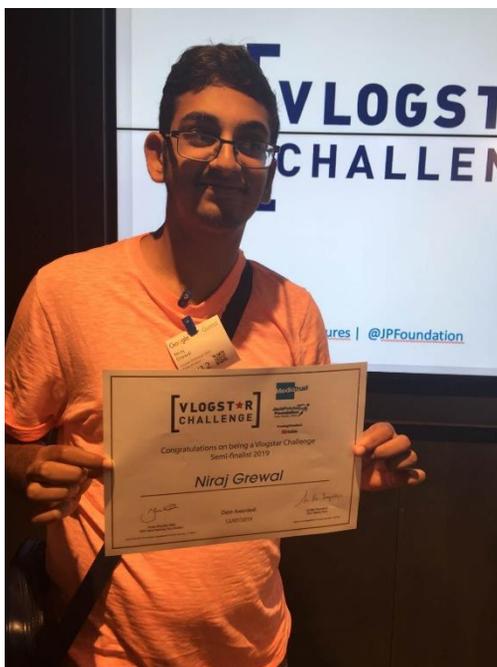
1. Belonging/love
2. Purpose
3. Transcendence
4. Storytelling to yourself about yourself

These four components are what is shown to be harder to find in modern society, particularly for those with additional needs, and as a result we are seeing a surge in mental health issues. Opportunities to create belonging, self-value and continual growth through forming and being a part of a just society will contribute greatly to both engagement and wellbeing and the positive cycle of consequences that supports their growth.

Additionally, we look to use the links that this creates to carve new opportunities for our students in terms of their social and employability options beyond school age, so are considering their long-term wellbeing. We are running an Alumni to keep track of the progress and success of this.



SHAFTESBURY HIGH SCHOOL





SHAFTESBURY HIGH SCHOOL

Our New Headteacher

A unique opportunity has arisen to lead an outstanding secondary special school in the heart of the diverse multi-ethnic community of Harrow, North West London from January 2022.

Shaftesbury High School caters for up to 180 pupils aged 11-18 who experience a wide range of learning difficulties, including learning, emotional, behavioural, communication, medical, physical, sensory and social needs.

The school's unique curriculum model focuses on goals and outcomes for pupils so they become influential and independent members of the communities in which they live and learn. It also embraces the school's vision to develop the 19-25 special needs agenda, in the provision of a destination led curriculum to prepare our pupils for adulthood.

The Governing Body are very proud of the school and wish to appoint a Headteacher who is ambitious and has the skills and vision to build on Shaftesbury's current success and achievements.

Our new Headteacher will ideally have experience of senior leadership in special schools dealing with MLD and SLD and a good understanding and awareness of what is required to be a Headteacher of this type of school.

We are seeking a leader who will:

- Be a great role model and have the ability to lead and manage change
- Share our passion and vision for all pupils: their learning and ability to reach their full potential must be at the heart of all school decisions.
- Maintain and progressively build upon the school's unique curriculum model in preparing pupils for adulthood and EHC adult outcomes.
- Focus on driving outcomes and improving the provision every year
- Outward facing, able to represent the school's interests in the wider community and continue to embrace relationships with a wide variety of external partners
- Support the wellbeing and continued professional development of staff and pupils.
- Communicate a clear vision and direction for the school.



SHAFTESBURY HIGH SCHOOL

We can offer

Shaftesbury High School is a very successful and well-respected school, with a strong emphasis on wellbeing and support for both staff and pupils. Over the past year we have successfully introduced a new curriculum and structure.

We are offering our new Headteacher the opportunity to take this on and embed it, building upon existing successes, and maintaining the momentum:

- A stable, dedicated and committed team of brilliant and innovative staff and governors who want to work collaboratively with their next school leader.
- Extraordinary pupils who want a compassionate, warm and nurturing Headteacher to help prepare them for EHC adult outcomes and on their journey towards adulthood.
- Fantastic support of your wellbeing and a commitment to your continued professional development.
- Strong links with other local SEN schools, the local authority, faith leaders, employers, FE providers and others
- Excellent community engagement and fundraising activities
- The opportunity to take our unique model on to the next stage, within the wider context of SEND provision
- Our school was cited as a benchmark for remote online learning during the pandemic, and we are justly proud of our record in this area. We want our new Headteacher to continue to take our online learning from strength to strength
- The opportunity to play a key strategic role in taking our school to even greater heights.



SHAFTESBURY HIGH SCHOOL

Job Description

The Headteacher will be responsible for:

Shaping the Future

- In partnership with the Governing Board, working with pupils, staff, families and friends to lead a vibrant school community and continue the school's excellent progress
- Working with the local authority, local schools, parents, carers and young people, to ensure that pupils who would be appropriately placed at the school are admitted as swiftly as possible
- Continue to be forward-thinking in the future development of the school and in increasing its sphere of influence
- Leading with a clear and articulated vision, showing personal and professional commitment to that vision at all times and remaining motivated when under pressure
- Developing effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- Working with other schools and organisations to champion best practice and secure excellent outcomes for all pupils
- Engaging positively with pupils, parents, governors and the wider community.

Leading teaching and learning

- Understanding the local, national and global influences on learning and developments in the field of special education and looking at current practice, policy and research to inform pedagogy and practice
- Seeking to provide the very best learning environment and experiences for the pupils including the use of current technologies, making learning creative and exciting, and leading to the greatest range of life choices for them
- Leading and modelling effective teaching and learning practices, securing high levels of performance and accountability from all staff to overcome disadvantage and to advance equality
- Maintaining a strong value-based ethos within which staff are motivated and supported to develop their own skills and subject knowledge and to support each other, providing opportunities for staff to engage in on-going high quality professional development
- Holding all staff to account for their professional conduct and practice.



SHAFTESBURY HIGH SCHOOL

Job Description

Managing the organisation

- In the ongoing pursuit of aspirational progress and focused planning, ensuring that effective and transparent tracking, target setting and assessment processes increase achievement and attainment in the development of a lifelong love of learning
- Distributing leadership and management throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold others to account for their decision making
- Providing a safe, calm and well-ordered environment for all staff and pupils, focused on making sure pupils are kept safe from harm and are well prepared for effective learning
- Ensuring that high quality staff are recruited, induction practices are effective and that professional development opportunities and effective succession planning support retention
- Ensuring that line management and accountability are effective in securing high standards.

The post holder is expected to have regard to the National Standards of Excellence for Headteachers at all times:

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>





Person Specification

Person Specification and Personal Statement

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they meet **the essential criteria** of the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (**s**ituation, **t**ask, **a**ction, **r**esult) relating to the person specification criteria.

Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Criteria	Essential or Desirable	Determination from:			
		Application	Interview	Tasks	References
Qualifications, Knowledge and Experience					
Qualified Teacher Status	E	✓			
Degree or Equivalent	E	✓			
Successful teaching of pupils with Learning Difficulties, Autism and/or Speech Language & Communication needs	E	✓			
Recent successful senior leadership experience within a relevant setting	E	✓			
Secure knowledge of the SEND Code of Practice and related current legislation, as well as more recent developments	E	✓			
Knowledge and ability to improve outcomes across the school for pupils with a range of needs and abilities	E	✓			
Additional qualifications in relevant approaches and strategies	D	✓			



Person Specification

Criteria	Essential or Desirable	Determination from:			
		Application	Interview	Tasks	References
Professional Development					
Evidence of appropriate and recent professional career development	E	✓			
NPQH qualification	D	✓			
Evidence of a personal commitment to lifelong learning	E	✓			
Understanding of Behaviour for Learning	E	✓			
Leadership Skills					
Ability to articulate a clear vision to a range of stakeholders	E	✓	✓	✓	✓
Proven record of inspiring, enabling and motivating others to succeed in an inclusive environment	E	✓	✓		✓
Ability to delegate and effectively achieve objectives and provide development opportunities for staff	E	✓	✓		✓
Demonstration of excellent communication skills, including written and verbal communication	E	✓	✓	✓	
Ability to build effective relationships with staff, families, governors and the wider school community	E	✓	✓	✓	✓
Success in establishing and maintaining teams and supporting multi-agency practice	E	✓	✓	✓	✓
Active involvement in effective school self-evaluation and development planning	D	✓	✓		
Knowledge and experience of working with children with SEND	E	✓	✓	✓	18



Person Specification

Criteria	Essential or Desirable	Determination from:			
		Application	Interview	Tasks	References
Successful track record of developing staff through effective performance management	E	✓	✓		✓
Commitment to developing practices that support staff wellbeing	E	✓	✓		
Experience of implementing a strategic plan across a whole setting, identifying priorities and evaluating the impact	E	✓	✓		✓
Experience of leading change effectively and successfully	E	✓	✓		✓
Knowledge and understanding of strategic financial planning and its contribution to school development and pupil outcomes	D	✓	✓	✓	
Commitment to safeguarding, child protection and to promoting health & safety and the wellbeing of pupils	E	✓	✓	✓	✓
Ability to demonstrate a clear understanding of what is appropriate and inappropriate professional practice towards pupils	E	✓	✓		✓
Personal Qualities					
Passion for the education of children with SEND	E	✓	✓	✓	✓
Evidence of leading with integrity and demonstrating resilience, whilst also showing compassion in dealing with complex issues	E	✓	✓	✓	✓
Adaptable leadership style	E	✓	✓		✓
Evidence of being pro-active, self-motivated, organised and able to manage own time and resources well, often under pressure.	E	✓	✓	✓	✓



SHAFTESBURY HIGH SCHOOL

Information for Candidates

Pay Range:	Leadership Group 6 - £73,383– £99,624 (Outer London)
Start Date:	September 2021 or January 2022
Closing Date:	3 rd September 2021
Shortlisting Date:	7 th September 2021
Interview Date:	Thursday 16 th September & Friday 17 th September 2021 (remote and onsite)

Visits to the school:	Please contact to Maria Kelly 020 8428 2482 mkelly@shaftesburyhighschool.org to arrange a visit
School website:	www.shaftesbury.harrow.sch.uk
Send applications to:	leadership.recruitment@hertsforlearning.co.uk

Shaftesbury High School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (January 2021).



SHAFTESBURY HIGH SCHOOL

Information for Candidates

Application Form

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

Person Specification and Personal Statement

When writing your responses it is really important you address each of the requirements in the person specification. Ensure to evidence additional aspects such as training and qualifications together with your background and experience within the personal statement.

Covering letter

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

References

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



SHAFTESBURY HIGH SCHOOL

Shaftesbury High School
Headstone Lane, Harrow,
Middlesex, HA3 6LE

Tel: 020 8428 2482

www.shaftesbury.harrow.sch.uk



EMPOWERMENT · POSITIVITY · WELLBEING