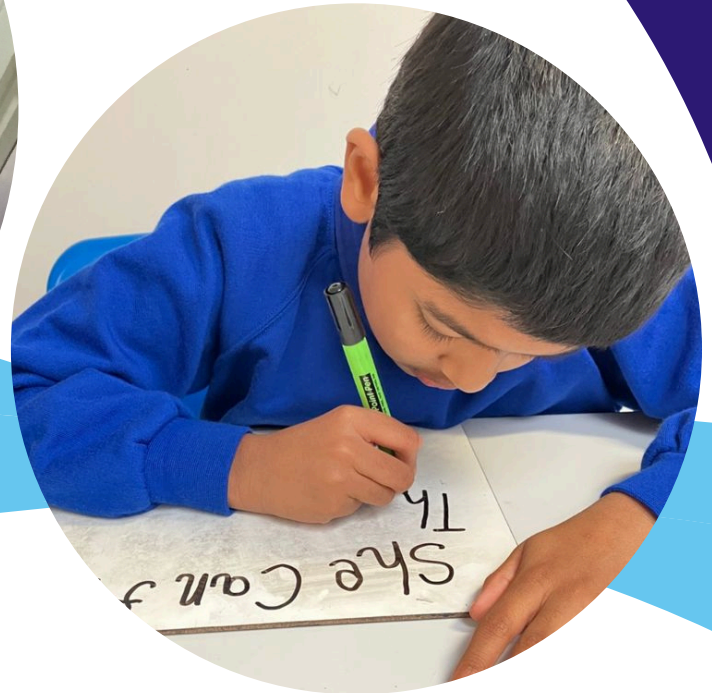


Headteacher

Candidate Pack





Contents

- Welcome Message
- About Us
- Our Approach
- What's Great About Working Here
- Job Description
- Standards
- Person Specification
- Our Location



Welcome Message

Dear Applicant,

Thank you for your interest in the role of Headteacher at Castlebar School.

This vacancy has arisen as a result of the retirement of our current Headteacher.

As Chair of Governors I am immensely proud of our school and the high quality work we do in partnership with our families and community to support and help our children to flourish.

Castlebar School has many wonderful qualities, coupled with a fantastic team of staff who work tirelessly to ensure that teaching and learning is relevant, successful and, most of all, fun!


We value all our staff - they are a highly skilled and dedicated work force who are committed to achieving the very best outcomes for our young people.

I hope that you will be inspired by the information in this pack to see Castlebar as a school where you can make a positive impact, and, as a result, feel encouraged to join our team.

We look forward to receiving your application.

With best wishes,

Mary Delger
Chair of Governors



“The Well-being of our pupils is at the heart of everything we do”

About Us

Castlebar School is a special school that caters for the needs of primary aged children with a range of complex learning difficulties including Autism.

The wellbeing of our children is at the heart of everything we do. We believe that prioritising wellbeing and respectful relationships ensures that our children can maximise the learning opportunities we offer.

One of our greatest strengths is the multicultural dimension that permeates our school. We are proud of the diverse community we serve and of the standard of education we offer through a rich, dynamic and broad curriculum. Communication, curiosity and independence are central to the learning process.

Castlebar School is a happy, safe community.

We are an outward thinking community and we encourage collaboration, networking and sharing best practice where we can through our Outreach Programme.

We encourage our staff team to be reflective practitioners and offer first class CPD opportunities.

We have built a vibrant and highly motivated team of dedicated professionals who work together in the best interests of our young people.

There are 184 children on roll, with approximately 100 staff (full and part-time). The children are arranged into 21 classes.

Castlebar School is an upbeat and purposeful community of learners where children are taught to take pride in themselves and develop into individuals who embrace their disability and recognise their many gifts and talents.

Our Approach to Teaching and Learning within a

SEND Environment

Implementation

We use a range of strategies, approaches and interventions to ensure we implement our curriculum in a consistent manner. Each of these is embedded into the culture of the school; some of these may also be delivered as specific interventions for individual pupils or small groups.

Key Approaches include:

- Attention Autism/Look & Listen
- Bag Books
- Colourful Semantics
- Decodable Books
- Guided Reading
- Handwriting without Tears
- Lego Therapy
- Lexia
- Little Wandle Phonics
- Makaton
- See and Learn
- Write Dance

Literacy

Numeracy

- Key to Learning
- Numicon
- Symphony Maths

PSED

- Intensive Interaction
- Think Equal
- Zones of Regulation

Expressive Arts/UW

- Music Workshops
- Art Topics
- Environmental Projects

PE

- EASIE
- Rebound Therapy
- Seated and Floor Yoga
- Swimming

- Believing, Behaving, Belonging

RE

- Errorless Teaching
- TEACCH

Teaching and Learning



Enrichment

Alongside the learning and experiences in the classroom, pupils are provided with opportunities to use and develop skills, communication, independence through a range of activities.

After School Clubs

Camping

Charity Events

Christmas Concerts and Bazaar

Cultural Opportunities and Trips

Family Discos

Fireworks Night

Forest School Approach
Wilderness Garden

Mindfulness

Parent/Carer Coffee Mornings and Workshops

Residential Trips

Saturday Family Trips

School Council

School Holiday Clubs

Sports Leader Programme

Summer Fun Day

Work Based Curriculum

Yoga





Our Approach

At Castlebar partnership working is at the heart of all we do. At the core of this partnership working is our working with families.

We use a digital communication tool as our main vehicle for regular communication. This allows parents/carers and staff to update each other with relevant messages, information and sometimes photographs.

We run a varied suite of parent and carer workshops and have formal termly meetings with parents to discuss children's progress. Parent/carers feedback is overwhelmingly positive. We are innovative in raising funds to provide extra curricular events such as residentials, half termly Saturday family outings, discos and the summer fair.

We are invested in a number of partnerships such as:

- Healthy Schools Award (Gold): Basic Skills Quality Mark, School Games (Gold), 360 certificate for Safeguarding, National Support School, Ealing Family Partnership Award, Best Practice Teaching Assistant Award
- Partnerships within ELP and AET
- Strategic Partner with Teach West London Hub
- Challenge Partners with Senior Leaders trained as Lead Reviewers
- Established Links with local nurseries and High schools to enable smooth transitions
- Ealing Health Improvement Team
- Ealing Music Service
- Schools Sports Partnership
- Special Maths Hub for NCETM

As reflective SEND practitioners, all our staff are experienced in the development of emotional wellbeing and participate in ongoing and extensive training and development programmes.

Skills and knowledge are further honed through interactions with our pupils who teach us new things every day. Staff at Castlebar know that it is a privilege to work with such extraordinary children.



What's Great About Working at Castlebar School?



Creative approaches to the curriculum including access to local amenities



Excellent **CPD opportunities** for all staff at all levels of their careers



A **stable staff team** with exceptionally low turnover



Supportive **employee assistance programme** for all



A **diverse** and multicultural staff team



PPA for all teaching staff exceeds the national expectations



Staff wellbeing and **workload balance** is fundamental to our approach



Excellent facilities including **swimming pool**



An **extensive support team** of highly skilled and experienced professionals.

Headteacher

Job Description

POST TITLE: Headteacher of Castlebar School
RESPONSIBLE TO: The Board of Governors of the school

SALARY: Inner London L28 – 34
(£100,552 – £115,062 – pay award pending)



The postholder will be subject to the conditions of service for headteachers as set out in the school teachers pay and conditions document, the burgundy book, local conditions of service as they apply from Ealing and any local terms of employment agreed by the Governing Board.

MAIN PURPOSE

The core purpose of the Headteacher is to provide professional leadership and management of the school, always serving in the best interests of the young people. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. The Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all the young people and prepare them for adulthood.

The Headteacher will be an outstanding role model who leads a compelling and collaborative vision which engages and inspires all stakeholders, ensures clear educational pathways and outcomes, and delivers a strategy that provides sustainable development and financial security for the school. The Headteacher will have regard for the Headteacher standards at all times and demonstrate consistently high standards of principled and professional conduct both within and outside school.

SUMMARY OF KEY RESPONSIBILITIES

- Take the lead role on working with the Board of Governors to develop a collaborative school vision, which embraces excellence, high standards and inclusion, clear educational pathways, and ambitious outcomes for young people with SEND. Translate the vision into a development plan and implement it successfully.
- Provide a safe, calm and well-ordered environment for students and staff, focused on making sure students are kept safe from harm and are well prepared for effective learning.
- Secure excellent teaching to high standards of learning and attainment, leading and modelling best practice and fostering innovation inspired by developments in special education policy and research.
- Hold all staff to account for their professional conduct and practice.
- Ensure inclusion, diversity and access across the organisation.
- Lead by example to foster an open, transparent and equitable culture.
- To be responsible for the internal organisation, management and control of the school to support all SEND students in the most effective ways possible.
- Manage finance and resources astutely to maximise their use and value, developing a highly skilled and motivated workforce, maintaining and enhancing the building and facilities, and effective use of technologies, learning and sensory resources to create a stimulating and enriching environment.
- Develop and sustain effective relationships with the Board of Governors to ensure effective governance of the school, and the discharge of GB responsibilities. Reporting on agreed KPI's in an effective and timely manner.
- Working with the local authority, local schools, parents, carers and young people, to ensure that students who would be appropriately placed at the school are admitted in the most effective way possible.
- Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all students.
- Developing effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for students.
- Provide effective leadership of the therapeutic team and ensure an integrated approach across the school to support teaching staff and maximise student outcomes.
- Create an outward-facing school to work with other schools, organisations and partners to champion best practice, develop staff, contribute to the wider system, and to maximise opportunities and outcomes for all students.
- Develop and maintain good relations with Ealing, our local authority, utilising its support and resources including the Ealing Learning Partnership. Advocate effectively for all the young people at Castlebar School in the commissioning and funding arrangements.

Headteacher Standards (2020)



HEADTEACHERS' STANDARDS (2020)

1. School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where students experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

2. Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

3. Curriculum and Assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

5. Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs, special educational needs, and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

16. Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

7. Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

8. Continuous school improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

9. Working in partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

10. Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Headteacher Person Specification



THE FORMAL SPECIFICATION AND YOUR APPLICATION

This document outlines the key skills and experience we are looking for. The selection panel will assess each candidate against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

Please ensure when completing your application you address the criteria below. As appropriate, your responses should include your role, the actions, and decisions you took and the outcome or impact of your involvement.

The supporting statement should be no more than four A4 pages and a font size no less than 11 points.

Please do not include a CV as they are not accepted.

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status/Qualified Teaching and Learning Status • Degree level qualification 	<ul style="list-style-type: none"> • Post Graduate qualification in SEN • School leadership qualification or training e.g. NPQH or similar
Experience	<ul style="list-style-type: none"> • Existing Headteacher / Experienced Deputy / Assistant Headteacher • Leadership and management experience in a SEND school and/or mainstream with significant experience of complex SEND • Teaching experience with SEND pupils • Involvement (as a member of a senior leadership team) in school self-evaluation and development planning • Demonstrable experience of line management and development of staff to achieve best outcomes for pupils • Experience of financial resource management in a school environment, including budget planning and financial management delivering value for money without impeding educational outcomes • Experience of successfully working with parents, a governing body, LA and other stakeholders to enhance the education and development of pupils • Significant experience creating inclusive teaching and learning environments • Able to demonstrate inclusive leadership with a passion for working in a culturally diverse environment • Evidence of managing change and delegation • Ability to tackle difficult situations and make challenging decisions 	<ul style="list-style-type: none"> • Successful experience of a positive behaviour management approach • Teaching experience with Autism Spectrum / Complex Social, Communication and Interaction Difficulties pupils

Headteacher Person Specification



CRITERIA	ESSENTIAL	DESIRABLE
<p>Skills and Knowledge</p>	<ul style="list-style-type: none"> • Sound knowledge and understanding of the wider educational agenda including national policies and educational issues in particular relating to SEND • A high level of expertise in the education and development of pupils with SEND • Knowledge of the potential barriers to learning pupils with SEND may face and how the support of a range of other professionals can assist • Ability to make data driven, evidence informed decisions to set targets and identify weaknesses • Demonstrable understanding of what constitutes high-quality education and the ability to mentor / sponsor more junior staff and leadership teams to aspire to and attain this level • Knowledge and experience of Safeguarding and Child protection procedures and able to sustain a safe and secure environment for pupils • Knowledge and experience of relevant HR processes around recruitment, dispute resolution and staff development • An understanding of how the governing body can be enabled to fulfil its role and statutory obligations 	
<p>Personal Aptitude, Skills and Qualities</p>	<ul style="list-style-type: none"> • Commitment to achieving the best outcomes for all pupils • Commitment to own professional development • Organised and able to work under pressure, prioritise effectively, delegate and manage the workload of the post • Ability to think and plan on a strategic level • Able to deal with complex situations calmly and effectively • Articulate, with effective communication and interpersonal skills • Ability to build strong and effective working relationships and inspire others 	<ul style="list-style-type: none"> • Willingness to engage with the LA strategic decision making

Our Location



GETTING TO CASTLEBAR SCHOOL:

Based in the London Borough of Ealing in West London, we are easily accessible from the A40 and a short walk from Castlebar Park Station

BY CAR:

Castlebar School is easily accessible by road, being just a 5 minute drive from the A40

BY TRAIN:

Castle Bar Park British Rail Station is located 500 yards from school
Elizabeth Line to Ealing Broadway

BY BUS:

Bus Routes: E10, E11, E9, E7, E2, 297 are all within easy walking distance



OUR LOCATION:

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Hathaway Gardens
Ealing
W13 0DH

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E: admin@castlebar.ealing.sch.uk