



## Headteacher Recruitment Pack

### July 2019



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## Welcome from the Chair of Governors

Dear Applicant,

Thank you for your interest in the post of Head Teacher at Billing Brook Special Academy.

The post has arisen as our current Head, Caroline Grant, is taking early retirement after 13 years of outstanding service to the school. The children, staff and governors wish to appoint an exceptional and inspirational leader for our school from January or April 2020.

Billing Brook is a twice outstanding all age special school located in Weston Favell, Northamptonshire. There will be 239 pupils as of September 2019 located between our main site and sixth form centre. There are also well developed plans to establish an ASD specific sixth form centre close to the main site which is expected to open in early 2020.

We offer a creative, vibrant and challenging curriculum for our pupils and are proud of the outcomes achieved. The successful candidate will be expected to maintain a culture of continuous improvement and innovation and develop strong links with the local community and beyond.

We are looking to appoint a Head who has:

- The drive and determination to ensure our pupils continue to make excellent progress
- Proven leadership experience as an SEN practitioner
- Proficiency in self evaluation techniques in order to drive school improvement
- The ability to develop and maintain relationships with key stakeholders and other mainstream/special schools
- A commitment to staff wellbeing and maintenance of a healthy work-life balance

In return, we will offer the new Head:

- A strong and well established Senior Leadership Team, knowledgeable across all areas of the school
- A governing body that is proactive, challenging and committed to being visible and supportive.
- Excellent teaching and support staff throughout the school
- Pupils committed to learning, having fun and being the best they can be in order to reach their full potential

**Headteacher: Mrs C M Grant**

Registered Address: Billing Brook School, Penistone Road, Lumbertubs. Northampton. NN3 8EZ  
Telephone: 01604 773910

Billing Brook 6<sup>th</sup> Form Centre, Holmecross Road, Northampton. NN3 8AW

Website: [www.billingbrook.co.uk](http://www.billingbrook.co.uk)

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EQualities





We hope that the information in this pack helps demonstrate what makes our school unique but encourage you to make an appointment to see our school for yourself.

We are happy to answer any further questions you may have and look forward receiving your application.

Yours faithfully,

Matthew Lister

**Chair of Governors**



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## Our School

Billing Brook is a stand alone Academy and is currently the largest special school in Northamptonshire. In September 2019 there will be 239 students on role aged 4 – 18 all of whom have an educational health care plan which include a number of the following: significant or severe learning difficulties; Autistic Spectrum Disorder; speech language and communication difficulties, complex needs and/or generalised learning difficulties. For those pupils with severe Autism, the school provides a highly specialist provision.

The school currently has two sites, the main site facilitates learning for the majority of pupils (209) with a Sixth Form centre a mile away, for 30 students. The Sixth Form centre includes a café and pre loved shop open to the public throughout the year, supporting our commitment to preparation for adulthood & employability. A third site currently being purchased to host our ASD Sixth Form planned to open between February - April 2020, a mile from the main site.

Whilst the majority of students are transported into the school, recently we have seen an increase of local pupils being admitted, in line with the Local Authorities remit to place local children in local provision.

The academy is a very popular and is significantly oversubscribed with an excellent reputation within the authority and beyond.

The academy regularly provides outreach and support to other schools.

Attendance at the school is above average, currently running at 94.5%. There is a robust approach to monitoring and challenging absence.

Many schools are facing budget cuts and Billing Brook is no different. The Local Authority changed the funding system which has had a significant impact on the academy (and all other special schools in Northamptonshire.) However, Billing Brook is in a very strong position and has recently submitted to the EFSA a balanced budget for two years, with the intention to review year 3 (2021/2022) and assess possible impact.



## **School organisation**

The Senior Leadership team comprises of the Senior Deputy Headteacher; Deputy Headteacher and three Assistant Headteachers and School Business Manager.

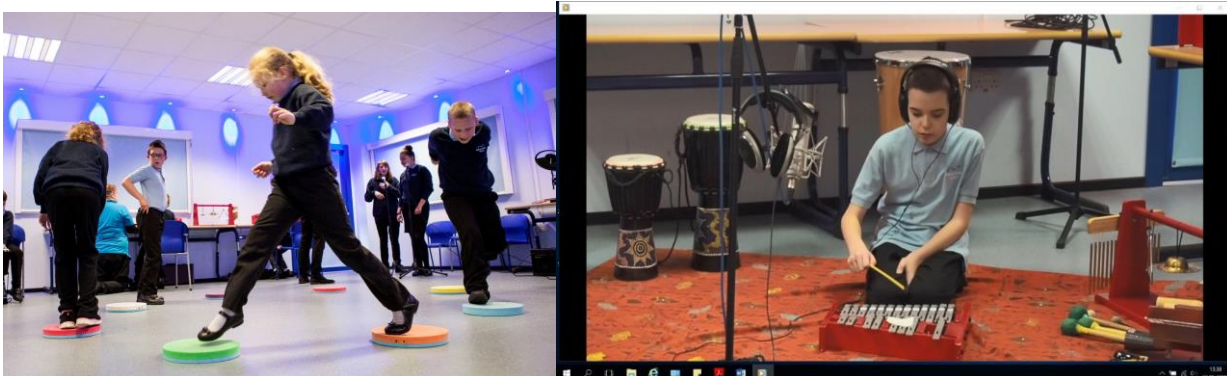
The school is organised into the following departments Primary (5 – 11), Secondary (11 – 16) ASD (4 – 18) and Post 16 each managed by a member of the Senior Leadership team.

Our Autism provision is a highly specialist area of the school and provides an environment for pupils with severe autism. Within this department all pupils have either significant or severe autism; learning difficulties and many are non-verbal. The school believes that a flexible range of techniques and strategies need to be used to ensure that all pupils can access the curriculum at an appropriate level. For example, those pupils who require support and assistance in the development of their communication skills receive individual programmes, access to Picture Exchange Communication System (PECs); TEACCH; SCERTS and Makaton signing and other visual support systems to help access to the curriculum.

For the pupils whom the specialist provision is not suitable, there are specific autism groups which are based within the other departments, in order to meet the needs of the more able, verbal autistic child. The school works in partnership with all agencies involved with individual children in order to meet need and support families.

The Team Around the Child (TAC team) support parents and students in meeting the pastoral, social and mental health needs of our students. This team comprises of an EHA manager; medical manager; specialist TA; two part time Family Support Workers and two full time Speech and Language Therapists. We have a service level agreement for occupational therapy. In addition to this specialist external support including music therapists; physiotherapists; educational psychologist and “reading” dogs in schools are regular visitors.

In addition to external specialists, the school regularly invites speakers; poets; dancers; sports specialists; orchestras or other musicians to enhance the opportunities for all.



The mainsite has access to a wide range of accommodation to deliver the creative and practical curriculum. This includes Food Technology (a core subject for all pupils up to the age of 16); Music; Science and Sports facilities. Access to the local community enables the pupils to use facilities not available on site i.e. swimming pool.

## **The Curriculum**

The school delivers a rich, creative, practical curriculum, with an emphasis on the development of life skills and ultimately preparing pupils for adulthood. The curriculum is significantly modified, differentiated and constantly reviewed to make sure it meets the needs of all pupils. Individual personalized learning programmes are a feature of the school and are continually reviewed with parents to ensure progress and support is in place.

Our curriculum reflects our three pathways – Brook; River & Sea, ensuring students have the opportunity to follow an appropriate curriculum, which stretches, challenges and meets individual needs.

Older pupils across the academy at Key Stage 4 and 5 follow national accredited award schemes i.e. ASDAN (Life Skills challenges); WJEC; Functional Skills; BTEC; OCR; AQA; City & Guilds; Duke of Edinburgh and GCSE's as appropriate to a pupil's needs and ambitions which result in a range of practical qualifications at the end of Year 11 and 13.

The academy has received a number of awards during 2018 – 2019 reflecting our creative curriculum and commitment to meeting the needs of the whole child. The awards include; Northamptonshire Healthy School of the Year; Healthy School Award; Basic Skills; School Games – Gold; Inclusion Quality Mark; Anti Bullying Accreditation; Career Marks; Equalities Award; Arts Award (gold); Primary Science (PQSM) and 360 degree on line safety award.

Careers Education, work related learning guidance, are all embedded into the curriculum and are actively working to meet the Gatsby standards.

The ASD department has developed a bespoke curriculum, in order to meet the needs of the students, using AET as a foundation for tracking progress. The Academy recently was awarded the National Autistic Society's Advanced Accreditation for our work, making us only one of fourteen schools nationally to receive this award.





In partnership with a local large business, we have developed weekly work placements and are supporting three students on our supported Internship programme in September 2019.

The curriculum for Sixth Form students offers a practical focus on preparation for adulthood, with opportunities to develop employability skills (with our own café/retail and elsewhere) whilst studying both on and off site appropriate accreditation.

### **Staffing**

The academy currently employs 145 staff. Many staff working within the school hold additional specialist qualifications and have a wide range of experience in working with children with special needs. There is a significant emphasis on professional development, to ensure all staff are well trained and effective in the workplace.

The academy has a commitment through in-service training and opportunities for external accreditation staff have access to current education initiatives in order to further develop their skills.

The academy currently delivers training programmes to: Middle Leaders (Coaching & Mentoring); HLTA/Job Coach and Cover Supervisor Training; Support School Direct Teacher training (as part of a Teaching Schools Alliance) & currently has two staff undertaking the Teacher Assessment only route towards QTS.

Training opportunities, linked to whole school development needs are identified annually and are delivered to all on a weekly training rota.

### **Parents & Support**

Our relationships with parents is very strong despite not being a “doorstep school” for all families. Parents and carers regularly attend termly “drop ins”; Time 2 talk sessions (run by our TAC team); Annual reviews; parent evenings and other school events. Our recent parent questionnaire reflected their significant support of the academy.





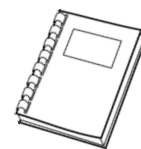
# End of Year Newsletter

## July 2019



Dear Parents and Carers,

As I look back across the academic year, I am once again delighted with the progress and development of all our students. This has certainly been echoed by yourselves at our recent Parents evenings, after you received the End of Year Reports.



**Q.** Thank you for taking the time to respond to our recent Parent Questionnaire – there were many lovely comments and for those of you who asked a specific question or raised anything – we will be in touch to address the comments directly. The analysis of the questionnaire will be put on our website.

**A.**


I have decided to mention the “challenge” of the year as my first item in the newsletter, as I don’t want to end the year in a negative manner.



Whilst it has been an extremely positive year for us in relation to the things we can control we are facing a huge challenge relating to our budget as we have a very significant budget cut from the Local Authority commencing September 2019. As you are aware Billing Brook is the largest school with 239 students due to be on role in September. We have also been given the greatest budget cut - £495,000 – more than any of the other special school in Northamptonshire.

The Local Authority have been consulting with all the special schools on a new funding system, called Resource Allocation System – RAS for short. After a long period of debate and then moderation in all the schools, the individual rates for each band were significantly cut. We don’t agree with this and the impact of the reduction has just been understood, as our final budgets were only issued at the beginning of July. As an academy we have to submit a balanced budget to the EFSA on the 31<sup>st</sup> July annually.



 You will appreciate that this reduction has been strongly argued against with the authority by all special schools – not just ourselves. However, nothing has altered and as I write this newsletter to you – my concern is not for next year, as we have managed to balance the budget, but for those years going forward and the impact it is going to have on our children.

We have, in the past been successful in applying for government grants which have helped us improve our facilities, and in some cases paid for buildings (this has also included support from the Local Authority on occasions). Our fundraising has been

very purposeful (with our lovely playground being built this summer), which all helps towards maintaining the standards we expect.

I know that some of you are very disappointed that we have had to either ask you for contributions or stop some of the activities we have offered in the past. We have made sure that we have not lost anything that is statutory, but it is going to be more difficult for us going forward.

Our Trustees are in the process of writing to the government to complain about our treatment and the impact the decisions made by NCC, are going to have at Billing Brook and we shall continue to speak out against these decisions at both a local and national level.

I shall keep you upto date of any developments in the future.

So on a far more positive note .....

I am delighted to announce there have been a number of “firsts” – both within the curriculum and social events. Although there are too many for me to mention (as the newsletter would end up being at least 40 pages long), these are the ones, from a whole school perspective that have meant a great deal to all of us working at BBS

- World War One 100 Year Remembrance – an outside service, with a 100 poppy wreaths and the work the children did to “Remember”;
- Our drive to become more environmentally friendly – a challenge, as well as an extremely worthwhile venture;
- Our new school phrase  
Try your **Best**  
Be **Safe**

The whole school worked on developing this phrase and what it means in classrooms and

around the school. This along with work on Zones of Regulation is part of our work on

empowering our pupils to be responsible for their actions and choices made;

- The development of the “Post Office” – great fun and great learning. We now have two centres in the school and there is talk that the school car “Libby” should be resprayed red to become the Post Car so the pupils can deliver to our other site;
- The development of our Sixth Form Employability Café – but more importantly the development of the confidence and skills of our sixth from students in working in the café and shop. (The café is open throughout the summer Monday – Friday 0930 – 1430, with the exception of the week beginning the 19<sup>th</sup> August 2019. It’s a great place to come and bring the children and have reasonably priced food and drink.)
- Our work related and social links with Billing Aquadrome; and

- Our School Prom – have a look at the video on our website – it was a really lovely happy evening.

### Our New Awards

- Being awarded the : **National Autistic Advanced Accreditation** – we are only one of 14 schools who have been awarded this prestigious accreditation nationally. The accreditation is not only recognising the work of our specialist Autism department, but our approach to autism across the school;
- Being awarded the : **360 degree safe – Online Safety Quality Mark** for our work in the curriculum across the school;
- Being Awarded the : **PQSM Science accreditation**, which reflects our practical whole school approach to Science;
- Being awarded the: **Northamptonshire Education Awards Healthy School of the Year** – reflecting our “whole child” approach – being healthy is not just about our physical well being but our emotional and mental health;

Congratulations to all staff who have been part of these developments this year – a great success and well deserved.

In my letter to you at the start of the year, I outlined our school priorities – so it only seems right to share the progress made on the work undertaken.



### Our Priorities

**Safeguarding - the Government have updated all their guidance, so we are too. The focus of our training days has been about sexual harassment, peer on peer abuse and sexual violence. We have been looking at how our curriculum keeps our children safe and how we can empower them to have a voice on line and in person.**

A significant amount of work has taken place relating to safeguarding. Not only have all our new staff received in depth training, throughout the year all staff have received “refreshers and updates” about national and local issues. Mrs Avery has coordinated our 360 degree safe work, which has included on line safety; guidance and advice to parents and carers (there is a section on our website regarding this)



**Employability - what does this look like for our students? How does our curriculum support children and students in attaining the skills they need for adulthood?**

Where do I start on this? The focus right across the school has led to this aspect being embedded within our curriculum. Some (of the many) activities have included careers lessons; work related learning week; end of module focus in the primary & ASD department; the introduction of the ASD Postal Team (uniformed) and the development of our links with Billing Aquadrome for our Sixth Form students which has led to three students being offered supported internships in 2019 – 2020, which may lead to employment.



We believe that our students have the right to access work as part of our Preparation for Adulthood scheme and I have no doubt that this aspect of our curriculum will continue to flourish.

## **Play - such an essential skill for all our pupils - how do we help children develop play skills and what do we need to do further?**

This has been one of our greatest success stories! We have developed a programme which identifies the different types of play levels the children are working at. Staff have been trained to identify how to support the play areas and subsequently we offer a greater range of opportunities both outside and inside the classroom. In our recent National Autism Accreditation, it was noted that this work was so significant, that we have been invited to apply for a commendation for the scheme.



**Our year long focus is about Environmental Sustainability - saving our planet, our immediate environment and having pride in our community. Focusing on improving the way in which we use our resources and be looking at ways, with the children how we can all be more sustainable and recycle more.**

We have had varied success in this area. There is no doubt that we are improving our response to environmental sustainability. However, we seem to be creating just as much waste as we ever have (something to do with increasing to 227 students I think ?) – despite having a recycling centre at the school. The children are very committed to the developments and the curriculum is lively; interesting and informative. We shall continue to driving forward with the motto “Reduce; Re Use; Recycle;”

All our newsletters are placed on our school website – we are intending to extend this approach by only sending essential letters directly to you – you will receive a text letting you know there is a new newsletter available. If you would like a printed newsletter, then there will be a small cost, unless there is a reason why you are unable to access on line materials. Please help us achieve this aim.



**The core subject focus this year is MATHS - our new maths coordinators, Sarah Hamblin and Jo Willetts reviewed and developed our approach across the school.**

The team, also included Sarah Marrison (based in our ASD department), have all worked hard and long on developing the new scheme of work. One of our parent drop in days was great fun – with lots of different activities to support maths both in and outside of school. I know many of you have been trying these activities. This is a subject which, like Literacy will always be at the core of what we do and kept constantly under review. We are delighted that the new programmes are in place, but we shall continually update our techniques and resources.



**We continually looked at ways to improve our teaching- so your child continues to have the best experiences and the fantastic outcomes, which they rightly deserve.**



The teaching in the school is better than ever before – how do we know? Lesson Observations; Book Scrutiny; Learning walks; Peer to peer challenge; Coaching; Mentoring; Moderation and Progress data – all of this and the children telling me regularly what they enjoy and what they don't.

We introduced options ( at a basic level) to key stage 4 & 5 last year. This has been very successful and next year sees a wider range of choices for both key stage 4 & 5 being introduced.

**Our fundraising focus this year is all about refreshing our sensory rooms and equipment.**

We have raised £11,000 in fundraising across the year – thanks to you, your family and friends. Money has been spent on new sensory & playground equipment, as well as helping reduce the cost of residential trips.

As the “Billing Brook Family” we have also raised money for others – Macmillan Coffee Morning; Happy Days; The Hope Centre & Salvation Army

So as you can see – a very busy and productive year, all of which has led to great outcomes and a happy school environment.

Finally, I hope you all have a lovely Summer break – keep safe and well. School opens on September 4<sup>th</sup> 2019.

Yours sincerely,



C M Grant  
Headteacher



**“Building Bridges for Success.”**

**BBS**

# Whole School Development Plan 2018-19

## Whole School Focus

Sustainable school and environment  
Develop effective coaching to support quality teaching and learning .  
Developing behaviour management skills for staff and families  
Safeguarding developments linked to GDPR  
Effective working practice

## Teaching Learning and Assessment

Personalised curriculum assessment linked to STAT and vocational learning  
  
Further extend higher quality teaching and learning  
  
Maths curriculum  
Real PE  
Computing accreditation

Develop play skills of staff  
Effective coaching

Appraisal systems support the development of all staff

Further develop the role of the governing body by a structured programme of "hands on monitoring"

Embed protective behaviour learning

Develop the assessment and tracking of "soft skills" using electronic assessment tool if available

TAMHS training

Review of school reward system

## Leadership and Management

## Personal development, welfare and behaviour

The curriculum is adapted to ensure that opportunities to help pupils learn about and understand the environment are fully exploited. The school develops a 'green approach' to recycling and identifies ways to reduce use of plastic materials

Teaching and learning will be further improved as a result of effective coaching. Staff benefit from specialist support for needs such as ASD, ADHD, EAL and Dyslexia.

Updated safeguarding policy and processes in the light of revised guidance and GDPR ensure that the school maintains the highest standards and full compliance

Processes are made more effective and efficient as a result of streamlining paperwork whilst maintaining effectiveness

All pupils and students have increased opportunities throughout the school year to develop play skills at an appropriate level

Governors have a deeper insight into the effectiveness of the school resulting from a structured hands on monitoring programme

A robust and effective appraisal system for Support Staff ensures their professional opportunities impacts positively on pupil outcomes in the academy.

The curriculum and accreditation enable all pupils to have their needs more effectively met Further develop assessment practice in STAT and with Vista and 'softer skills'

All teachers are at least consistently good with the majority of teachers performing at outstanding for the majority of the time.

Continuous provision for maths across stages and improved preparation for KS5. Awareness raised of effective teaching using Numicon.

Teachers for who are not PE specialists are trained to teach Real PE more effectively .

Project work with sports consultant on progress tracking system is completed and implemented across the school.

Introduce and monitor the OCR Digital employability accreditation

Protective behaviour support can be accessed more readily on a 1:1 or small group basis.

SPACE targets and soft skills are consistently assessed, tracked and analysed.

Second phase of our TAMHS Action Plan is implemented and is effective in developing our understanding of and approach to pupil Mental Health issues

Class Dojo fully embedded so that it can be linked to the points system to provide a one stop approach.

# Billing Brook SDIP Achievements 2018-19

## Leadership and Management

Successful training rotation program to meet SDIP focus

Autism Accreditation.

HLTA training programme completed.

Outreach an inter-school SEND support.

Employability and WRL established and 3 Internships set up for 19-20.

Evidence for learning trialled across the school –being implemented 18-19

Coaching and Mentoring training program implemented to improve teaching and learning .

Successful governor challenge days

## Teaching, Learning and Assessment

Specialist music award achieved .

Science PSQM & more practical investigations

Digital Employability introduced in KS4.

AET successfully embedded .

Play and role play embedded throughout all depts

Introduction of Poetry slam & Eisteddfod, reading dogs and talk 4 writing

Basic Skills QM renewal achieved.

## Personal Development, Behaviour and Welfare

360 safe online safety mark gained

All staff received awareness training for Zippy's friends and Protective behaviours

Gold Sports Award achieved .

Careers QM re-accreditation achieved

Functional skills integrated inc aspects in café etc.

Maths development including maths of the day

Two staff fully trained in protective behaviours.

Project to produce SEND resources for next module of Zippy – 'Apple'.

All classes using 'Zones of Regulation' and 3 school rules embedded.

Dojo and points shop are now integrated and visual.

Anti bullying Award achieved.

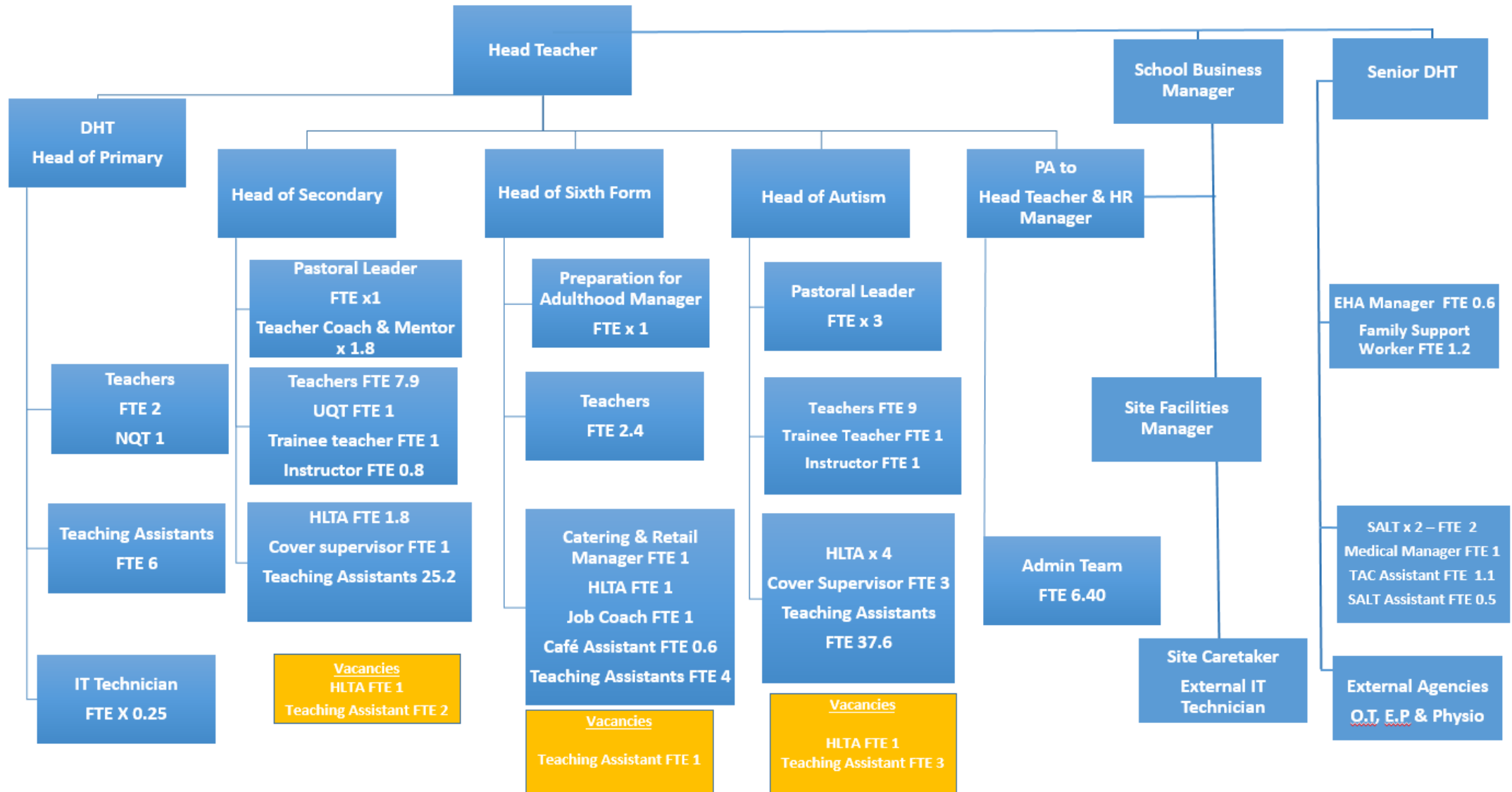
Staff have completed the two years TAMHS project accessing additional training.

A group of pupils are now trained to be 'Peer Mentors'

Behaviour recording system has been developed to include ABC forms.

All pupils have access to lunchtime drop in sessions, 'Chatterbox'

# Staffing Structure 2019-20







# Billing Brook School Academy Trust

## Headteacher, Northamptonshire

School Group 7

IPR 24-38

Position advertised: Point 27 – 33

Salary: £75,735 – £87,732

Contract: Full Time & Permanent

Closing date 13<sup>th</sup> September 2019

Start date: January 2020 / April 2020

### **Your new school**

Billing Brook Academy is a twice outstanding all age stand-alone special academy with a wide range of special needs. In September 2019, we shall have 239 pupils with a large specialist Autism Department (80 pupils) and a number of other pupils with autism in the main part of the school. We are one of a very few schools worldwide to hold the NAS Autism Advanced Accreditation. The school is situated in the eastern district of Northampton and currently has a main site, a 6<sup>th</sup> form centre with a café and retail a mile away and we plan to open an exciting off site 6<sup>th</sup> form provision in early 2020 for our specialist autism department students.

### **Your new role**

Due to the early retirement of our current outstanding headteacher we require an exceptional educational practitioner with the ability and ambition to lead and continue to develop the team and the outstanding Quality of Education we provide. The role will require you to work closely with the Governing Body, who are proactive, challenging and supportive. You will need to continue to build on our excellent reputation within Northamptonshire, work closely with other special schools and will be committed to further extending links with local mainstream schools.

Working with the SLT you will ensure the highest safeguarding practice standards are maintained and that there is a strong focus on delivering a high quality of education and a broad, balanced and relevant curriculum. You will be supported in your role by a Senior Deputy Headteacher, Deputy Headteacher, Business Manager, Head of Autism, Head of Secondary Department and Head of 6<sup>th</sup> Form. This position is a permanent role to start ideally in January 2020 or, failing that April 2020.



### **What you will need to succeed**

Be an experienced SEN practitioner and conversant with all SEN codes of practice, the National Curriculum and relevant external accreditation and their application to children with special needs.

Promote our aims and vision and have consistently high expectations

Have a thorough understanding of financial management, strategic financial planning and securing funding through bids and other means

Have a sound knowledge of current educational legislation, policy and guidance

Be committed to working together in partnership with all those involved in the life of the school

Be committed to keeping all children safe in school

Have proven senior leadership and managerial experience in a special school

Have experience of the Ofsted inspection process and of school self-evaluation processes

### **What you will get in return**

Billing Brook is an innovative, friendly school where staff are supportive of each other inside and outside of the classroom and there is an opportunity to make a real difference to the lives of our students and their families.

### **What you need to do now**

Further information about the academy can be found on our website [www.billingbrook.northants.sch.uk](http://www.billingbrook.northants.sch.uk) or by visiting the academy between 9<sup>th</sup> – 12<sup>th</sup> September 2019 at a mutually convenient time. Please email Business Manager to arrange an appointment.

Letter of interest and completed application form are to be received electronically to our Business Manager, Tracey Carter [bursar@billing.northants-ecl.gov.uk](mailto:bursar@billing.northants-ecl.gov.uk) by Friday 13<sup>th</sup> September 2019 at 0900.

**Closing date:** September 13th 2019

**Interviews** will take place week commencing 23<sup>rd</sup> September 2019.

### **Safeguarding and Equal Opportunities statement.**

Billing Brook Academy is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment.

Applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure & Barring Service (Enhanced)

We aim to be a fair employer and are committed to equal opportunities. Billing Brook Academy does not discriminate against employees on the basis of gender, ethnic origin, disability, sexual orientation or age.



## **Headteacher Job Description**

### **Leadership and management**

Work with the Governing Body, Trustees and other stakeholders to establish a culture, ethos and strategic vision which will promote equality, effective collaboration, excellence, and high expectations of all pupils and staff.

- Articulate and model the school's vision and aims, developing and successfully implementing coherent strategic and operational objectives and plans which will empower and motivate others to carry the vision forward and will promote and sustain continuous school improvement.
- Provide dynamic, consistent and motivational leadership to staff, pupils, families and the wider community, acting as a role model to ensure the highest standards are always delivered. Ensure that rigorous self-evaluation directly informs school improvement.

### **Teaching, Learning and Assessment**

Work with the Governing Body, Trustees and other stakeholders to secure and sustain high quality teaching and effective learning across the school, through rigorous monitoring and evaluation of the quality of teaching and detailed analysis of pupil progress.

- Define, implement and constantly evolve a stimulating and personalised curriculum that engages and motivates pupils who have a wide range of complex educational needs.
- Develop purposeful, focused and aspirational learning environments which offer inclusive opportunities for all pupils, whatever their needs, using all available resources, suitable technologies and other means.
- Establish creative, responsive, effective and stimulating approaches to learning and teaching for pupils with SEND.
- Ensure that staff maintain a consistent and continuous focus on pupil assessment and progress, using broad, holistic and rigorous evidence sources to set challenging targets and to monitor, track, evaluate and report upon individual pupil progress.
- Monitor, evaluate and review classroom practice and promote strategies to support improvement, always aiming for outstanding standards of teaching and learning.

- Develop an innovative, engaging and exciting range of curriculum enrichment activities to address a range of needs, ensuring inclusivity and equal opportunity for all pupils.
- Ensure that every pupil's needs as highlighted in their EHCP are addressed and met.
- Take the lead in monitoring, evaluating and reviewing health and safety and risk assessment.
- Lead the development, management and resourcing of school policies.
- Ensure that systems are in place which allow governors to fulfil their statutory duties regarding the appraisal of teachers. Undertake the performance management of the Senior Leadership Team.

## **Welfare**

Work with the Governing Body, Trustees and other stakeholders to ensure that the school meets statutory requirements and best practice for safeguarding and promoting the welfare of all children and young people.

- Develop a positive ethos of mutual respect, care, compassion and tolerance, promoting the well-being of each individual and providing an inclusive and providing an inclusive and empowering environment for all.
- Ensure that rigorous safeguarding practice and key legislation is embedded and consistently and relentlessly applied throughout the school – within the core school and within off-site provisions.
- Develop effective systems which promote the highest standards of behaviour and attendance.
- Ensure that the health and care needs of each pupil are assessed and consistently met through effective systems and appropriately trained and qualified staff and deliver regular reports to the Governing Body.
- Ensure that all staff, and others working with pupils, are properly appointed and monitored in accordance with school policies, conform to legal requirements from safeguarding procedures, including Safer Recruitment, <sup>[1]</sup><sub>[SEP]</sub> and receive appropriate induction, training and support so that they recognise their responsibilities regarding Health and Safety and Child Protection/Safeguarding and are able to meet the welfare needs of pupils.



- Ensure regular and appropriate communication and liaison with families and carers, health and social care organisations, education and other professionals involved in pupils' welfare.

## **Community**

Co-ordinate strategies to develop effective communication and partnerships with parents, carers, other agencies and the wider community to improve pupil opportunities as well as their health, welfare and safety.

- Work in partnership with parents and carers to raise educational standards, promote lifelong learning and improve outcomes for all.
- Ensure that bespoke pathways, focused upon pupil destinations are provided for each pupil within school and the wider community.
- Create an environment and culture in which all pupils and their parents and carers feel safe, supported and part of the school community.
- Offer extended services for the benefit of pupils and their parents and carers when appropriate.
- Work with partner agencies to protect and safeguard pupils.
- Foster links with other schools, public and voluntary agencies, local businesses and industries, and the local community to develop curriculum opportunities and to support pupils to increase their awareness of the world of work, and to make a meaningful, life-enhancing and sustainable contribution.
- Ensure the promotion of British Values and the Cultural Capital of our young people.

## **Staffing**

Develop, implement and keep under review a staffing structure appropriate to the needs and circumstances of the school, establish strong working relationships with staff, and provide inspirational leadership and guidance.

- Develop and sustain a healthy working environment.
- Advise the Governing Body on the recruitment and selection of staff.
- Establish staff roles and responsibilities and ensure that staff can access appropriate professional development to fulfil these.

- Ensure that all teaching and support staff are kept fully informed of strategic and operational objectives.
- Implement the school's Appraisal policy so that all members of staff have performance goals which are clearly linked to the annual School Improvement & Development Plan and which support them to develop excellent practice.
- Ensure the development and implementation of effective HR policies and procedures for staff induction, professional development and performance review.
- Encourage staff to develop their career skills further by undertaking appropriate professional development and training.
- Ensure that staff well-being, punctuality and attendance are constantly monitored and empowered.

## **Premises**

- Deploy resources effectively to ensure that the school provides a safe working environment and remains an exciting, vibrant place for learning.
- Ensure that the site and off-site provisions are secure, so that pupils, staff and visitors are safe at all times. Ensure that all Health and Safety legislation is followed, records are kept for inspection by relevant bodies, and actions swiftly realised.
- Ensure that buildings are kept in a good condition and that the grounds are kept safe for pupils and all users and are appealing to visitors.

## **Accountability**

Be accountable to the Governing Body and Trustees for all aspects of the school's performance. Secure a positive, open and collaborative working relationship with the Governing Body to develop a shared vision and clear strategy for the school and take ownership for leading its implementation.

- Provide information, objective advice and support to the Governing Body to enable it to meet its statutory obligations and responsibilities to the school and to all its stakeholders.
- Ensure that the school is properly financed and able to meet its statutory obligations, advising Governors on the appropriate priorities for expenditure and allocation of funds.

- Advise the Governing Body on the formation of the annual budget and take overall responsibility for the school's financial management to ensure that objectives are achieved.
- Secure additional funding through successful bids (e.g. CIF) or other means.
- Continually monitor and review the Learning Improvement Plan to ensure that it is focused on the appropriate priorities, is up to date and is properly financed.
- Ensure that parents, carers and pupils are kept well-informed regarding the broad curriculum, progress, well-being and all school-related issues which may affect them.
- Present a coherent and accurate account of the school's performance for a range of audiences including Governors, Trustees, parents and OFSTED.
- Work with the Governing Body to regularly review own practice, set personal targets and take responsibility for own development.
- Carry out such other duties as may be required by the Governing Body and are commensurate with the role.

## Billing Brook Academy Headteacher Person Specification

Listed below are the requirements which the Governors consider to be necessary in undertaking the role of Headteacher in our school

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications</b>	<p>The successful applicant must have:</p> <ul style="list-style-type: none"> <li>• A good honours degree</li> <li>• Qualified Teacher Status</li> </ul>	<p>It is desirable that the successful applicant has:</p> <ul style="list-style-type: none"> <li>• The NPQH (or current Headteacher/Principal)</li> <li>• Post-graduate study preferably in special needs.</li> <li>• A management qualification e.g. MBA or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary evidence</li> <li>• References</li> <li>• Application Form/CV</li> </ul>
<b>Professional Development</b>	<p>The successful applicant must have:</p> <ul style="list-style-type: none"> <li>• Evidence of having undertaken recent and relevant professional development and how they applied it to their work.</li> <li>• Evidence of having led and provided appropriate CPD which had a positive impact on school improvement.</li> <li>• Evidence of using rigorous performance management to identify and provide CPD for colleagues.</li> <li>• Up to date knowledge of essential aspects of Headship including curriculum, safeguarding, financial management, health &amp; safety, employment legislation, data analysis, special needs etc.</li> <li>• Up to date knowledge of teaching approaches for SEN students.</li> <li>• Up to date knowledge of all issues relating to SEN and disability including the impact of central government policies.</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form/CV</li> <li>• Letter</li> <li>• The above to include specific examples of how you have demonstrated competence (no more than 500 words)</li> <li>• References</li> <li>• Selection process</li> </ul>



## Billing Brook Academy Headteacher Person Specification

<b>Experience</b>	<p>The successful applicant must have:</p> <ul style="list-style-type: none"> <li>• Substantial experience in a SEND environment.</li> <li>• Detailed understanding and knowledge of the leadership and management of an academy.</li> <li>• Evidence of successful experience as a Headteacher or senior leader in a special school setting.</li> <li>• A variety of teaching and management experiences in at least two different categories of school.</li> <li>• Evidence of innovative practice and its impact on student outcomes.</li> <li>• Proven skills in working closely and in liaison with external agencies and understanding their impact on students and their families.</li> <li>• Evidence of having improved the quality of teaching through rigorous and robust Performance Management systems.</li> </ul>	<p>It is desirable that the successful applicant has experience of:</p> <ul style="list-style-type: none"> <li>• Applying an understanding of learning principles and theories particularly in special needs.</li> <li>• Teaching and management experience in a special school</li> <li>• Experience of managing new developments such as bids, kite marks etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form/CV</li> <li>• Letter</li> <li>• References</li> <li>• Selection process</li> <li>• Ofsted reports.</li> </ul>
<b>Leadership &amp; management skills &amp; abilities</b> <i>(the ability to lead and manage people to work towards common goals)</i>	<p>The successful applicant must be able to demonstrate that they have successfully used a range of appropriate leadership styles in different situations in order to:</p> <ul style="list-style-type: none"> <li>• Create and secure commitment to a clear vision.</li> <li>• Motivate, inspire and promote effective working partnerships with all stakeholders including governors.</li> <li>• Set ambitious and innovative strategic objectives and successfully initiate and manage change and improvement in pursuit of those objectives.</li> <li>• Raise standards and provide a role model for students and staff.</li> <li>• Devolve responsibilities, delegate tasks and monitor</li> </ul>	<p>It is desirable that the successful applicant has:</p> <ul style="list-style-type: none"> <li>• Exercised accountability effectively, efficiently and fairly.</li> <li>• Had the opportunity to build, support and work with high-performing teams;</li> </ul>	<ul style="list-style-type: none"> <li>• Application form/CV</li> <li>• Letter</li> <li>• References</li> <li>• Selection process</li> <li>• Ofsted reports</li> </ul>

## Billing Brook Academy Headteacher Person Specification

	<p>and evaluate practices to see that they are being carried out and are effective.</p> <ul style="list-style-type: none"> <li>• Accurately observe lessons and give constructive feedback.</li> <li>• Deal sensitively with people and resolve conflicts.</li> <li>• Lead a school through a successful Ofsted.</li> </ul>		
<b>Decision-making skills &amp; abilities</b> <i>(the ability to investigate, solve problems and make decisions)</i>	<p>The successful applicant must be able to:</p> <ul style="list-style-type: none"> <li>• Make decisions based upon accurate analysis, interpretation and understanding of relevant data and information;</li> <li>• Think creatively and imaginatively to anticipate and solve problems and identify opportunities.</li> <li>• Demonstrate that have a proven record of being able to make good judgements to resolve difficult issues.</li> </ul>		<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Selection process</li> </ul>
<b>Communication skills &amp; abilities</b> <i>(the ability to make points clearly and understand the views of others)</i>	<p>The successful applicant must be able to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively both orally and in writing to a range of audiences including the media.</li> <li>• Negotiate and consult effectively.</li> <li>• Develop, maintain and use an effective network of contacts, particularly with the local schools, the LEA and the wider educational community.</li> <li>• Manage good communication systems.</li> <li>• Chair meetings effectively.</li> </ul>		<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Selection process</li> </ul>
<b>Self-management skills &amp; abilities</b> <i>(the ability to plan time effectively and to organise oneself)</i>	<p>The successful applicant must be able to:</p> <ul style="list-style-type: none"> <li>• Prioritise and manage his/her own time effectively.</li> <li>• Work under pressure and to deadlines.</li> <li>• Achieve challenging professional goals.</li> <li>• Take responsibility for own professional</li> </ul>		<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Selection process</li> </ul>

## Billing Brook Academy Headteacher Person Specification

well)	development.		
<b>Attributes</b>	<p>The successful applicant must display:</p> <ul style="list-style-type: none"> <li>• A passion for learning and for enabling students to develop as effective and enthusiastic learners.</li> <li>• A concern for the pastoral and spiritual welfare of all students and staff.</li> <li>• Self-confidence, personal impact, resilience, emotional intelligence and intellectual ability.</li> <li>• An ability to foster a culture of respect and openness.</li> <li>• Adaptability to changing circumstances and new ideas.</li> <li>• Enthusiasm, energy, vigour and perseverance.</li> <li>• Excellent record of health and attendance.</li> <li>• Empathy, humility and humour.</li> </ul>		<ul style="list-style-type: none"> <li>• Letter</li> <li>• References</li> <li>• Interview</li> <li>• Selection process</li> </ul>

"No negatives, brilliant school, keep up the excellent work"

## Comments from our Parent Questionnaire – Summer 2019

"I can't tell you how much she loves this place!"

"I am very happy with the school as a whole – the teachers, management & environment generally are excellent!"

"My son feels very safe and very happy since joining Billing Brook. It's very good"

"My son feels safe and knows who to go to if worried"

"Always kept informed"

"I would like to take this opportunity to say a big Thank You to all staff in making my daughters school life such a happy and fulfilled one".

"The school has truly been a godsend and does everything they can to support you and your child. I wish they could stay there forever, it's her safe place."

"He's always doing something new – and loves it!"

"Billing Brook is an amazing school and has done and does an amazing job!. I cannot thank them enough for everything they have done"

"Throughout her time at Billing Brook she has been extremely happy, settled and has grown into a beautiful young lady with the help of all of your amazing staff"

"We adore this school. They have done wonders for our son and we will always highly recommend this school to other parents"

"The school is great with my child and he has made amazing progress"

"From the day my son started I have been so impressed by everything about Billing Brook. The staff are exceptional & very friendly and helpful and the children I have seen are well behaved. I love the firm but fair attitude, which my son needs, I absolutely cannot believe the change in him in confidence & he has progressed so so much."

