



BILTT

**BEDFORD SPECIAL NEEDS
FREE SCHOOL**

**Headteacher
Application Pack**



Bedford Free Special School

Welcome message from the BILTT Trust Board and Chair of Trustees Kevin Green



Bedford Inclusive Learning and Training Trust came into being in December 2012. We are delighted to be opening the Bedford Special Needs Free School. Our organisation brings together four specialist education provisions: St John's Special School and College, Grange Academy, Greys Education Centre and the new Bedford Special Needs Free School. We offer students from pre-school to 19 the optimum opportunities to achieve their best life-chances possible. This common goal is reflected across a very wide profile of students with additional needs. Our provisions encompass young people who have moderate to complex learning difficulties as well as pupils not currently accessing mainstream education due to health, emotional or behavioural issues.

Over-subscribed, our organisation has acquired a very strong legacy of excellence with specialist provision and training that is recognised locally and nationally. We also offer career progression within this successful growing Trust.

This is a truly exciting time to join BILTT as we build on past success and help shape and improve the future of our borough's most vulnerable young people.

We wish to appoint an ambitious and energetic Headteacher who will shape the direction of the flagship Bedford Special Needs Free School and the Trust.

We look forward to hearing from you.

Kevin Green
Chair of Trustees
Bedford Inclusive Learning and Training Trust



Welcome message from the Executive Principal and CEO, Catherine Assink



BILTT formed in 2012 with St Johns and Greys Education Centre, later followed by Grange Academy in 2016. Our new Bedford Special Needs Free School is due to open in September 2024.

Our schools provide education for pupils with autism, complex and varied cognitive and physical challenges, moderate learning difficulties and those young people who are unable to access mainstream school provision for a period of time – this may be because of an exclusion or a health issue.

We work very closely with our families and a variety of other agencies and organisations to ensure our pupils achieve outstanding outcomes and the best life-chances possible. Our schools are all in Bedford, and are physically close, allowing strong curriculum collaboration and robust shared pastoral practices that are consistent with our belief in the importance of creating shared memories and futures together with those that we serve.

Our aim is that the Academies, supported by the Trust, will provide an environment which is welcoming, nurturing, calm, safe and purposeful and which will support our pupils academically, pastorally and help them develop socially and emotionally. BILTT's vision is to develop a high performing SEND Multi Academy Trust that delivers the very best educational experiences for pupils regardless of their starting points.

The Trust Board has a clear focus on raising standards, encouraging innovation and strengthening the ethos, vision and values of the Trust to ensure that we have a positive impact on all our young people. The Board provides effective support and challenge by developing strategic partnerships to improve quality, share best practice and operate effectively and efficiently.

Catherine Assink
CEO and Executive Principal
Bedford Inclusive Learning and Training Trust



Headteacher

**Bedford Inclusive Learning and Training Trust (BILTT) a leading provider of special education, is seeking an experienced and dynamic Headteacher or experienced Senior Leader to open and lead the new Bedford Special Needs Free School
Salary: Competitive**

Location: Bedford, Kempston

**A generous relocation package is available for UK candidates outside the Bedfordshire area.
Start date January or April 2024
Bedford Special Needs Free School
currently being built at:**

Bedford Road
Kempston
MK42 8PU

Email: biltt.hr@biltt.org
Website: <https://biltt.org>

Are you passionate about providing exceptional education and support to children with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), and a range of special needs? Are you a visionary leader who can drive the development and success of a new special needs free school? If so, we have an exciting opportunity for you!

This is a unique chance to shape the future of our brand-new school, making a positive impact on the lives of children with complex needs and their families.

This role would be suitable for someone already in a headship position or equally, an experienced deputy headteacher/senior leader, looking to move to the next step in their career journey

Responsibilities:

- Provide strong leadership, vision, and strategic direction for the school.
- Ensure the delivery of high-quality education, care, and support to pupils with PMLD, SLD, and other special needs.
- Foster a positive and inclusive learning environment that promotes pupil well-being, independence, and achievement.
- Lead, motivate, and develop a team of dedicated teachers, support staff, and professionals.
- Collaborate with parents, carers, and external agencies to create effective partnerships and maximise outcomes for pupils.
- Oversee the school's compliance with statutory regulations and ensure the highest standards of safeguarding and child protection.
- Support in the recruitment of staff for the new school.
- Manage the school's budget and resources efficiently, ensuring value for money.

Requirements:

- Qualified teacher status (QTS) with relevant experience in special education.
- Extensive knowledge and understanding of PMLD, SLD, and a range of special needs.
- Proven experience in a leadership role, ideally within a special needs school or a similar setting.
- Strong leadership and management skills, with the ability to inspire and empower a diverse team.
- Excellent communication and interpersonal skills, fostering positive relationships with pupils, staff, parents, and external stakeholders.
- A commitment to inclusive education, promoting equality, diversity, and the well-being of all pupils.
- Knowledge of relevant legislation, policies, and procedures in special education.
- Enthusiasm and drive to set the strategic direction of a new school.
- A forward-thinking approach, embracing innovation and continuous improvement.

We offer a competitive salary package commensurate with experience, along with opportunities for professional development and career progression within our expanding organisation.

To apply for this rewarding position, please submit an application and a cover letter outlining your relevant experience and vision for the role to bilft.hr@bilft.org Applications available to download from <https://bilft.org/bilft-vacancies>

Interested applicants are strongly encouraged to arrange either a visit to the Trust or a call to discuss the role with the CEO/Executive Principal.

Recruitment timetable

Closing date: 9am Friday 8th December 2023

Interview dates: Week Commencing 11th December 2023

The post is subject to Enhanced DBS Clearance, Health Clearance, social media checks, a probationary period and satisfactory references. BILTT is committed to safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment.

We look forward to hearing from you



Bedford Special Needs Free School - Job Description

JOB TITLE:	Headteacher
GRADE/SALARY:	7HT2 – 7HT8
DATE PREPARED: REPORTS TO:	November 2023 The Executive Principal & CEO, Governing Body and Board of Trustees
<p>JOB PURPOSE:</p> <p>We want our pupils to feel a deep sense of belonging, believe in themselves and achieve. Our staff will work in partnership with parents/carers and outside agencies to ensure that every child's needs are met. We are committed to providing the very best bespoke education for our pupils, regardless of their starting points or needs.</p> <p>As strategic lead at Bedford Special Needs Free School, the Headteacher will provide vision, ambition, leadership and direction, ensuring the management and organisation of the school by working strategically with all partners and stakeholders to open, develop and secure an outstanding specialist provision, which will transform the educational and future life opportunities of all pupils.</p> <p>MAIN DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • To shape the future of the new Bedford Special Needs Free School from its foundations to its opening and beyond. • To be the lead professional and positive role model within our community. • To work to an agreed vision, underpinned by the vision and values of BILTT which will be evident throughout the school. • To have direct impact in raising achievements to the highest level for all pupils through uncompromising high ambition. • To lead and manage within an agreed strategic framework so that the school is effective, self-managing, self-evaluating, and self-improving. • To lead by example in determining the professional conduct and practice of all staff to the highest standard. • To continually improve standards across the school. • To lead senior and middle leaders to become confident and highly effective leaders. • To have ambition and seize opportunities for the school to share good practice and expertise, working with colleagues across and beyond the Trust. 	

QUALITIES AND KNOWLEDGE:

- Hold and articulate clear values and moral purpose, focused on providing dynamic education for the pupils of the Bedford Special Needs Free School.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, parents / carers, colleagues, wider stakeholders and the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating BILTT's and national policy into the school's context.
- Communicate compellingly the school's and Trust's vision and drive the strategic leadership, empowering all pupils and staff to excel.
- Have experience in development and change management to continually improve a school.

PUPILS AND STAFF:

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within our schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.
- Develop, monitor, evaluate and improve the quality of teaching for all pupils.
- Ensure achievement is maintained and improved and that challenging and motivating targets are set for individual pupils and the school.

SYSTEMS AND PROCESS:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their social, emotional and mental health and wellbeing in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the Governors to understand their role and deliver their functions effectively.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets, resources and accommodation, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

THE SELF-IMPROVING SCHOOL SYSTEM:

- Create an outward-facing school which works with other schools and organisations within and beyond BILTT - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services, to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school.
- Shape the current and future quality of teaching through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to service improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education and to promote the value of education to all.
- Ensure the school is Ofsted ready and that the curriculum intent is implemented and impact is measured through a strong moderation and accountability.

GENERAL:

- The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.
- Carry out duties with due regard to current and future Academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Academy communications.
- As part of your wider duties and responsibilities you are required to promote and actively support responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It is about everyone who may be vulnerable, including staff.



Bedford Special Needs Free School – Headteacher Personnel Specification

Candidates should write Section G on their application form based on the Personnel Specification.

		Essential Attributes	Preferred Attributes
1	Knowledge, Education and Training	<ul style="list-style-type: none"> • Qualified teacher status. • Have evidence of recent, relevant CPD to fulfil the requirements of the role. • NPQH qualification, or working towards • Experience in a Senior Leadership role 	Post-graduate educational / leadership or management qualification.
2	Aptitudes, Skills and Competencies	<ul style="list-style-type: none"> • Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education. • Willingness to play a senior role in the Multi-Academy Trust, contributing to school improvement at other schools within the Trust as well as at own school. • Ability to create and secure commitment to a convincing vision for the school in line with that of BILTT. • Ability to engage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life. • Ability to lead best practice with regard to safeguarding, child protection, safer recruitment and safeguarding policies and procedures. • A team player with strong leadership and empowerment skills. • Ability to create and sustain a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour. • Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts. • Emotionally intelligent and perceptive. • Reliable and trustworthy, adaptable and flexible. • Demonstrate energy, dynamism and resilience through a proactive and positive approach to problem solving. • Ability to work calmly under pressure, prioritise workload and consistently meet deadlines. 	

3	Relevant Experience	<ul style="list-style-type: none"> • Evidence of having a clear vision about the future development of the school, and the ability to build on its strengths in order to ensure that improvements continue. • Comprehensive knowledge of the schools' Ofsted Inspection criteria and processes. • Experience of developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils. • Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work. • Experience of presenting a clear account of the school's performance to members of the school community, including Governors and Trustees, to enable others to fulfil their responsibilities. • Experience of developing and implementing clear policies and practices throughout the school, including monitoring and evaluating their impact. • Ability and commitment to work flexibly and collaboratively as part of a team whilst taking a leading role when required. • Experience of working with professionals and colleagues in other schools and services to improve academic and social outcomes for all pupils. • Experience of strategic planning and review, taking effective decisive action where necessary. • Experience of leading on the implementation of rigorous, fair and transparent systems for managing the performance of all staff, addressing under performance, supporting staff to improve and valuing excellent practice. • Evidence of leading the effective management of change. • Evidence of working with parents, the community and wider stakeholders as partners in learning. 	A successful track record of human and financial resources management
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4	Any additional factors	<ul style="list-style-type: none"> • Act as a role model and represent the Trust professionally, both internally and externally. • Understanding and commitment to working in line with legislation and Trust policies and procedures. • Commitment to ongoing personal training and development. • Willingness to work outside of normal school hours as required. • This is a customer facing post and the post holder must have the ability to fulfil all spoken aspects of the role with confidence through the medium of English. 	
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We recognise and welcome our responsibility to remove any barriers found in our recruitment and selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please inform us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.



Equality and Diversity Statement:

The Trust will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of any of the protected characteristics (as defined by the Equality Act 2010). The Trust will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The Trust provides an open, welcoming and safe environment for all its students, employees and visitors.

This job description is based on The National Standards of Excellence for Headteachers (2015) which defines the high standards expected for all Headteachers within a self-improving school system. The job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the Trust.

Safeguarding Statement:

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The intention is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

Employees are required to undertake appropriate safeguarding and other checks which will include:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Formal interview process including tasks
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)
- Evidence of a satisfactory safeguarding enhanced Disclosure and Barring checks
- Social Media checks

Applicants called for interview should note that the interview itself (and/or any additional tasks to be performed, if applicable) will be as appropriate to the role:

- Focus on the requirements to carry out the duties of the job, as described
- Explore issues relating to the safeguarding and promoting the welfare of children, including:
 - Motivation to work with children and young people
 - Ability to form and maintain appropriate relationships and personal boundaries with children and young people
 - Emotional resilience in working with challenging behaviours
 - Attitudes to use of authority and maintaining discipline.



Prevent Statement:

All employees are required to uphold the values of democracy, rule of law, individual liberty and tolerance and have mutual respect for those with different faiths and beliefs.

BILTT is committed to Safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment. The post is subject to satisfactory references, social media checks, enhanced DBS & health clearance and a probationary period.

Vision and Values

BILTT's vision is to provide personalised and specialist provision. We believe that every pupil will be inspired and empowered to achieve their full potential.

BILTT is fully committed to improving the life chances of all our pupils. Our range of staff expertise will be shared across our schools via collaborative working to ensure best practice is celebrated and made available to all. The philosophy of school-to-school support challenge and collaboration is at the heart of the way BILTT operates and succeeds.

We are compelled to build a secure platform for the academic and social learning of all our Trust's young people, staff and the community we serve by offering a broad, balanced and well-rounded education, in the belief that through shared values and high aspirations our Academies are stronger together. We are committed to helping our pupils to discover, grow and develop their own potential for successful lives.

Our Trustees, Members, Governors and Staff value equal opportunities for all which we aim to provide through:

- An inclusive ethos of respect, tolerance and understanding of others' needs
- The development of pupils' self-belief, independence and life skills in preparation for adulthood
- Safe supportive, innovative and nurturing school environments
- Promotion of resilience and integrity in everything we do
- Delivery of creative curriculums that value inclusivity, diversity and personal progress
- Highly skilled and experienced staff teams who are advocates for all our pupils
- The promotion of dynamic partnerships – working with parents, agencies and the wider community
- The celebration of success and positive outcomes for all

Values

Our aim is to create a community of outstanding schools supported by the following values:

- The capacity to enable all pupils to achieve their best, recognising strengths and qualities in all, regardless of starting points
- The fundamental principle of ensuring that no school or pupil is left behind, thus enabling all to grow and flourish
- Sustainable collaboration and sharing of best practice to ensure the highest quality learning

experiences

- An unshakeable belief in the intrinsic value of every individual within our community
- Exciting and creative climates for learning within a safe and supportive environment
- Accountability based on honesty and responsibility in all our relationships
- A culture of respect, high aspiration and self-belief which is outward facing in our community
- A drive for excellence in everything we do: the quality of teaching and learning, personal development, behaviour and attitude, leadership and management
- Financial probity in a financially challenging economic climate

We are dedicated to ensuring our schools' core curriculum, governance, leadership and communications support these values.

Working Together

BILTT is committed to working collaboratively and believes that by pooling knowledge, resources and support, provision for SEND pupils across Bedford will continue to flourish. We believe that there is strength in sharing the diverse skills and experiences of our collective schools whilst being committed to maintaining the individual character and qualities of each academy.

Our shared values apply across all our schools, and to the way we work with one another so that pupils are given the life chances they deserve, and that staff enjoy satisfying professional experiences as they progress through their careers. Schools will maintain their own distinct vision, ethos, character, and individuality while subscribing to the values of the Trust.

By providing a structure which offers a range of tailored support services, school leaders can focus on the standards of teaching and learning within their own schools. The input of senior leaders and all staff across the Trust will be valued, both within the development of their school improvement strategies, as well as in shaping the direction of the Trust.

Benefits of working in partnership at BILTT are:

- The sharing of expertise in a wide range of areas, providing support, professional development, challenge and knowledge
- Working with peers and colleagues who are specialists in SEND, who understand the context of SEND, and who share common goals
- Establishing the voice of SEND, strengthening access and ability to influence SEN policy and strategy locally and nationally
- The opportunity to focus on outcomes for pupils in the knowledge that school leaders have access to the support of peers, a central services team and Chief Executive Officer
- Robust policies and procedures that are current and reflect best practice



Bedford Inclusive Learning
and Training Trust
Achieving • Believing • Collaborating





