



# Deputy Head/Head of Education

## Bowden House School

Firle Road, Seaford, East Sussex BN25 2JB

April 2023



01323 893138

<https://bowdenhouse.school>

## Welcome from the Chair of Governors



April 2023

Dear Candidate

Thank you for the interest you have shown in applying for the post of Deputy Head/Head of Education in our very special school.

The Governing Body of Bowden House School wish to appoint a new Deputy Head who is dynamic, inspirational and has the vision and passion to use their skills, knowledge and experience in an SEMH setting.

Bowden House School is maintained by the London Borough of Tower Hamlets and provides specialist, residential education and care for boys between the ages of 9 – 16+ years. The school is situated between Brighton and Eastbourne, East Sussex and moved to its current site in June 2012 enjoying exceptional teaching resources and separate accommodation facilities including an Independence Unit for Years 12 & 13. Most students are subjects of an EHC Plan which identifies their social, emotional and mental health difficulties and how these have impacted upon their education within mainstream or specialist day provision. Students can be admitted on an assessment basis or where there is the risk of exclusion. There is also provision for students to attend on a daily basis if they live local to the school.

Bowden House School is supported by an active Governing Body and the Local Authority and we believe this should be a thrilling and stimulating challenge.

As a residential school, Bowden House is subject to annual Ofsted Welfare inspections and successive inspections from 2018 – 2022 have been awarded as Outstanding - an achievement we are naturally very proud.

The application pack contains additional information which expands on how the staff work together; how the whole school approach to learning has a significant impact on student outcomes both academically and socially and how all associated with Bowden House School

aim to improve the life chances of our students and equip them with the skills to face the demands of adult life.

I hope that you will take the opportunity to visit our website where you will find a range of information about our school, our staff team and our students.

I strongly advise all candidates to visit the school where you will receive a warm welcome and have a tour of the school and residential areas.

This is an exciting and rewarding challenge - we look forward to receiving your application.

Yours sincerely

Wendy Phillips  
Chair of Governors

## Recruitment Process Details

### **Salary Range: L11-L15 plus NRA**

Required for September 2023 or January 2024

Bowden House School is a very special, residential school in East Sussex maintained by the London Borough of Tower Hamlets. The staff team is skilled in meeting the needs of boys between the ages of 9 – 16+ whose social, emotional and mental health difficulties have impacted upon their education and social development. The team is supported by an Emotional Wellbeing & Intervention Team who target additional levels of support throughout the school day. Bowden House School is judged by Ofsted to be Outstanding in Care (October 2022) and Good with Outstanding features in Education (January 2018). We are proud of these achievements.

The school is seeking to appoint an inspirational leader with skills to effectively manage the day-to-day operation of the Education Team.

Our school can accommodate up to 38 residential students and a small number of places for students to attend on a daily basis if they live local to the school. We are looking for a special someone who is passionate about children putting them at the heart of everything they do. You will have a sense of humour with a firm but fair nature, understanding our students' needs whilst valuing their efforts.

We are looking for experience and/or an understanding of the challenges of delivering high quality education and care to students with High Needs. You will be an exceptional leader with the ability to motivate, challenge and inspire, raising standards in all aspects of school life.

In return, we can offer an enthusiastic and dedicated staff team within a positive and inclusive school community.

Visits to the school are encouraged. Please contact the Headteacher's PA, Suzy Rourke or Craig Sorrell, School Business Manager

---

**Closing date : Friday 28 April 2023**

**Interview date : 11 May 2023**

Bowden House School is committed to the safeguarding and welfare of its students. The successful candidate will be subject to satisfactory references and an Enhanced DBS check.

## About Us

Bowden House School offers an effective, educational programme delivered in a safe, stable and supportive environment with an increased opportunity to improve school attendance; raise the attainment and achievement of its students and is committed to enabling each student to strive to reach their full potential. The Care Team work closely with the Education Team and contribute to the stability and learning aspirations of the students. This whole school approach ensures that students receive consistent, high-quality education and care; school placements have the potential to be long-term, where appropriate and the reputation of the school is enhanced by the quality and stability offered.

Bowden House School is maintained by the London Borough of Tower Hamlets and is situated in Seaford, East Sussex. The majority of our students are from Tower Hamlets with others from outer London Boroughs and a limited number of placements for day students who live local to the school. A limited number of Tower Hamlets students remain in our post-16 provision which includes college attendance and independence training.

The residential students attend on a weekly basis arriving in school on Monday morning returning home every Friday afternoon. There are occasions when days/times might vary due to INSET Days, beginning/end of terms and event days in school.

Bowden House School is also responsible for Bowden Primary School which is situated within Ben Jonson Primary School in Tower Hamlets. This provision is managed by a Deputy Head sharing the same ethos and values as Bowden House. The Headteacher has overall responsibility for Bowden Primary.

For a virtual tour of the school site, please visit:

<https://vivify.co/360/bhs/>

## Our Aims

The main aim of the school is:

- To provide an educationally stimulating environment for every student
- To provide a blend of experienced staffing, including those qualified in social care and teaching. The range of skills within the team ensures that the individual needs of all students can be met
- To encourage students to contribute to their Individual Learning Plans; take an active part in planning their own future and to accept responsibility for their actions and begin to address and work towards managing their behaviour
- To expand the knowledge, skills and abilities of every student within the formal classroom setting; learning 'Outside the Classroom' and within the wider community
- To support every student in a small group learning environment to improve their educational and social skills based upon their individual needs
- To enable every student to become a positive, responsible member of society with encouragement to participate in a range of outside interests

- To provide opportunities to form appropriate relationships with adults and other students in a caring, nurturing environment with maximum opportunities to develop these relationships within clearly defined boundaries and guidelines
- To accept school placements for boys aged 9 years to 16+ years with a view to providing a stable, caring environment
- To ensure that the blend of teaching and care staff work co-operatively together so that Individual Learning Plans are tailored to meet each individual student's needs
- For all staff to be aware and respond to the possible distress faced by students living away from their families/friends and the demands of shared living
- To develop the positive self-esteem and confidence of all students.

## We not Me

The concept of 'We not Me' isn't new. It has been used extensively by sports teams and the military as a means to create a group of people who think about what it takes to build character in everyone, not just ourselves.

At Bowden House, our central ethos revolves around developing an atmosphere of 'common good' and putting the team or objective front and centre in every aspect of school life.

It isn't complex or difficult to do, it doesn't require a vast amount of skill either. 'We not Me' simply asks that you consider what you could do every day that will encourage and develop others around you. It could be as simple as holding a door open for someone, building a stronger friendship with another person through kindness and consideration or taking a bolder step and looking to support the community in a way that develops and encourages the 'We Not Me' message outside of the Bowden House walls.

Phil Jackson, world renowned basketball coach said it best:

*"Good teams become great ones when the members trust each other enough to surrender the Me for the We."* ~Phil Jackson.

We consider ourselves 'one school' here at Bowden House and as a result of this ethos, WE believe that the whole is greater than the sum of its parts. **'We not Me'**.

## Curriculum - Stage not Age

Bowden House School committed to developing and implementing a 'Stage not Age' curriculum in September 2019. As a school, we believe the wide-ranging needs of our students facilitate a necessity for a dynamic curriculum that meets the requirements of all students.

Because of the wide variability in students' levels of attainment, any single year-level standard, wherever it is set, will be inappropriately easy or unrealistically difficult for a large proportion of students.

This means that less advanced students often are presented with year-level material that is much too difficult. For many students, this occurs year after year. Some fall increasingly far behind with each year of school. By 15 years of age, large numbers of these students fail to

meet even minimum standards of reading, writing, mathematics and science and many have essentially disengaged from the schooling process.

The reorganisation of the curriculum in this way is a radical departure from current practice and something that requires a change in mindset. What it means to learn successfully at Bowden House is now defined not in terms of year-level curriculum expectations, but with reference to a hierarchy of proficiency levels through which students would progress throughout their time at school.

Our 'Stage not Age' process has eleven levels. These levels relate specifically to national curriculum expectations for the level of proficiency stated below, all students also have a sticker album for each academic subject which allows them to monitor and track their own progress over time:

STAGE	ACADEMIC LEVEL
1	KS2- Year 3
2	KS2- Year 4
3	KS2- Year 5
4	KS2- Year 6
5	Foundation (Level 1)
6	GCSE 1 (F)
7	GCSE 2 (E)
8	GCSE 3 (D)
9	GCSE 4 (C)
10	GCSE 5 and 6 (C+ B)
11	GCSE 7,8,9 (A-,A,A+)

Academic Levels

At Bowden House we believe that this system represents a far more equitable model for all of our students. Within this system every student is provided with 'stretch' challenges appropriate to their current level of attainment and students are expected to make excellent progress every year regardless of their starting point.

In summary, the benefits of a 'stage not age' curriculum for students at Bowden House is multi factorial, these have been highlighted below:

- enables identification of where individuals are in their long-term learning progress
- recognises and responds to students' very different levels of attainment in each year of school
- targets teaching to an individual's current level of proficiency and allows staff to set appropriate, personalised learning goals
- assessing and reporting of student's attainment is relevant and focused
- monitoring and reporting growth is far more explicit and valuable
- identifies minimum levels of attainment for particular purposes
- encourages and nurtures mastery of curriculum content

## Bowden House curriculum update 2023

Following the success of our Stage not Age curriculum over the last three + years, we outlined some of its limitations and set out to address them for the academic year 2023. Changes that have been made include:

- the launch of our bespoke web data application VIEW has enabled us to engage students, staff and parents/carers with 'live' progress data across the school
- developing a curriculum that reaches further back into the early years setting for English, Maths and Science as a response to increasingly lower academic entry points
- development of a dedicated reading curriculum to further embed the culture of reading across the school.

Upcoming changes for Jan 2023:

- VIEW mobile application: Our VIEW curriculum went live to parents/carers in March 2023, enabling parents and carers to engage in 'live progress data' that allows parents to know how their child is performing academically minute by minute. This application will also push reports, comments from teachers and homework into the family home. We hope that it enables parents to fully engage with their child's academic journey.
- VIEW SEMH Tracker: A dedicated SEMH progress tracker that measures holistic development within our 24-hour curriculum and parents will have full access to the VIEW mobile application.
- A dedicated Media curriculum that is interwoven into the fabric of all lessons across the school, culminating in students earning a series of AQA awards.
- A school wide drive on Online Safety which includes a policy that aims to be ambitious with how we deliver and promote 'online health' with our students.

*More detail about the academic provision at Bowden House can be found on our website.*

## Vocational provision

Students at Bowden House benefit greatly from a wide range of vocational provision that enables them to develop their non-academic skills.

### On-site Vocational Training

- Motor mechanics. The school has a custom-built garage with facilities for car and motorbike restoration/mechanics
- The school plans to extend its on-site provision to include construction; painting/decorating and plumbing

### Off-site Vocational Training

- College placements –home authority or local to school
- Brighton & Hove Albion 'football in the community reintegration project'



- London Fire Brigade – life skills course
- Work Experience

All students will be supported in the classroom and on off-site programmes, when needed. Google classroom will be available to all students either in school or as a distance learning package if they are unable to attend school through sickness, etc.

The curriculum also includes other non-specific vocational areas which are designed to enrich students' experiences and foster a love of learning. These include food technology, expressive arts and the 'Adventure Centre for Education' (ACE)

The ACE provision at Bowden has been designed to provide students with an outdoor experience that enables them to find a passion in the outdoor world. Recently Bowden House has also committed to developing a dedicated forestry provision which aims at being a specific vocational offering.

Bowden House actively encourages students to consider their vocational pathway but we believe this cannot be chosen without passion and nurture of something that is valued and enjoyed for its own sake. When students begin to understand what they love and enjoy, the school begins to encourage and promote employment and training ideas which might lead to a chosen career paths.

Students are supported throughout their transition to various colleges by encouraging an organised and pragmatic approach to applications and interviews either within the local community or other specific boroughs.

## Emotional Wellbeing

Our school promotes a culture of recognising individual needs both immediate and long term and the combined skills of the EWI Team allows our students to benefit from a range of alternative learning experiences that complement the main curriculum.

This integrated team aims to provide a joint approach with intensive, targeted support for students in school and during care time to improve their social, emotional and mental wellbeing. The team aims to develop our students' ability to engage in the learning process and become confident learners; adopt coping mechanisms to manage their behaviour more effectively and improve appropriate social skills.

The members of the team are:

Student & Family Co-ordinator

Speech and Language Therapist is in school for 4 days each week.

Highly Specialist CAMHS Practitioner works directly with the students and offers support to parents/carers. She also has access to further external support should this be needed.

Learning Support Nurture Specialist provides individual nurturing support for students to complement their learning programme providing a quiet, safe space to reduce anxiety levels.

The school has an allocated Educational Psychologist employed by the London Borough of Tower Hamlets and contributes to EHC Plans; Annual Reviews and informs and supports students in their learning and development in school and at home.

## Residential Provision

The Care Team are led by the Head of Student Welfare and operate on a rota basis including sleeping-in duties within a separate Residential Block. The majority of students have their own bedrooms unless they choose to share; the rooms are well-decorated and personalised with the student's possessions. The Care Team with the students, plan activities outside of school hours and share mealtimes with them. The students are divided (roughly by age) into 4 groups Lime, Purple, Blue and Post-16. Care Team members are also 'keyworkers' to individual students and link with the Mentors in the Education Team to provide all round care and support including liaising with parents/carers

## Staffing Structure

See website.

## Safeguarding

Safeguarding is at the heart of all we do. All staff work within the school's Safeguarding & the Protection of Children Policy and the DfE Keeping Children Safe in Education. The Safer Recruitment Policy includes procedures that are followed to reduce the risk of unsuitable candidates being appointed in positions of trust.

The Deputy Headteacher would be expected to undertake training as one of the school's Deputy Designated Safeguarding Lead (DDSL).

All new staff undertake Safeguarding Awareness training as part of their Induction Programme. Safeguarding training is repeated on a regular basis to ensure good practice and that they are up-to-date with changes in legislation.

## Student Outcomes

Outcomes for students at our school are exceptional and for the last seven years have improved significantly. All students leave with a range of usable qualifications, in areas they wish to pursue and are enrolled on college courses at appropriate levels. This year the average grade for students was 3.9, which is incredible.

Colleges are selected and applied for early and parallel planning ensures all options are legislated for. Students who wish to leave and join the workforce are supported through this and the school is increasingly seeking every opportunity to secure work experience and expose the students to the demands of employment as well as give them a range of options in deciding their future career.

Young people also leave with maturity, kindness, compassion for others and an increased sense of independence.

## Ofsted

*Please see the link on the school's website for Ofsted our reports in Education and Care*

## School Improvement Priorities

Priority 1: To continue 'Reflective Practice' as leaders and further develop a 'deliberately developmental' (Kegan/Lehay) culture for all staff to be thoughtful progressive learners. To embrace and embed Trauma-Informed Practice throughout the school as part of the school's Behaviour and Relationships Policy.

Priority 2: Curriculum – To further develop the consistency of delivering the 'Stage not Age' curriculum across all subject areas, to embed and monitor the 'live' tracking system (VIEW) that is used to assess and monitor student progress in 'real time' and to use new 'attitude to learning' descriptors to encourage independence and resilience in student performance. To utilise this new tracking system with parents/carers to increase engagement and allow them access to 'live' data on their devices. To extend this live tracking system to the Care Team for tracking SEMH progress.

Priority 3: To continue improving overall attendance figures and our 'outreach offer' significantly through more focused work with parents and carers. Develop the 'Three-Legged Stool' specifically through parental engagement meetings and View live tracking.

Priority 4: To centralise work experience and college placements for Years 10 and 11 students; integrate work experience into the whole school curriculum and develop the post-16 provision.

Priority 5: To introduce the idea of nutrition for behaviour with colleagues and students across the school. To monitor the recent review of current practice and nutritional intake of young people and develop a cohesive three-year strategy to support nutrition for learning.

Priority 6: To consolidate outstanding practice across the provision by blending the expertise of the residential, education and domestic/premises teams.

## Governors

The school has a Governing Body which acts as the 'critical friend'. Its duties include monitoring and advising on the strategic direction of the school; setting and monitoring the budget; reviewing Policies and ensuring that the school complies with statutory guidance from the DfE & Ofsted. The Governing Body meets each term as a full Governing Body and in addition meets in 2 Committees - Education and Resources (Personnel and Finance). The Governing Body includes a Local Authority member; staff Governor; Associate members; parent Governors; Co-opted Governors as well as the Headteacher

## JOB DESCRIPTION

<b>Title and Grade of Post</b>	<b>Deputy Headteacher/Head of Education</b>
<b>Status of Post</b>	<p>This is a senior post within the school's staffing structure which carries with it membership of the Senior Leadership Team</p> <p>This post holder is accountable to the Headteacher</p> <p>This post is to deputise/act as Headteacher, in the absence of the Headteacher</p> <p>As Deputy Headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers Pay and Conditions Document</p> <p>In addition, you will be required to fulfil any reasonable expectations of the Headteacher.</p>
<b>Job Purpose</b>	<p>To provide leadership, development and management of the teaching and learning of all students</p> <p>To teach all students within the school</p> <p>To take a lead role in the monitoring and evaluation of standards across the whole school and to be a leading professional actively promoting effective teaching and learning practices across the school</p> <p>The post will require you to work in partnership with the Headteacher, the Senior Leadership Team, Governors and Staff to ensure the continuous improvement of the school.</p>
<b>Reporting to</b>	<p>The post holder is responsible to the Headteacher in all matters</p> <p>The post holder is also expected to interact and lead colleagues on a professional level in order to promote a mutual understanding of the school's ethos, vision and values</p> <p>The post holder will be expected to network and liaise across a range of external providers, schools, community and co-ordinator networks, to ensure a consistency of approach regarding standards, support, transition and high quality learning and teaching.</p>

### MAIN EXPECTATIONS OF THE ROLE

#### 1. Shaping the Future

- Support the Headteacher and Governors in establishing a vision for the future of the school demonstrating inspirational leadership and creativity
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and how these link with National and Local Initiatives
- Contribute to the identifications of key areas of strengths and weakness in the school
- Work to a high standard in implementing agreed policies, priorities and expectations so as to set a good example to other colleagues
- Promote a culture of team work in which views of all members of the school community are valued and taken into account
- Contribute to the self-evaluation of the school

**2. Leading, Learning and Teaching**

- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted
- Work closely with the school's RAC Team and Heads of Care to ensure that education and social progress is clearly recorded/monitored and appropriate support is allocated when necessary
- Take responsibility for the development of an effective timetable which meets the needs of students within the statutory frameworks; the resources available and in line with their EHC Plan
- Provide training or ensure training is delivered, to develop effective teaching and learning
- Promote the active involvement of students in their own learning programme
- Contribute to target setting: including statutory procedures and targets for individuals and groups throughout the school
- Support strategies to promote high and acceptable standards of behaviour
- Contribute to the development of a broad and rich curriculum which meets the needs of the range of student ability in the school
- Support the development of an effective assessment framework
- Promote the use of ICT to enhance and extend students' learning
- Monitor and evaluate classroom practice
- Provide support for colleagues in improving their classroom practice.

**3. Developing self and managing others**

- Promote and safeguard the safety and welfare of children and young people
- Contribute to the creation of a positive school ethos in which every individual is treated with dignity and respect and the safety and welfare of our students is paramount
- Support the development of collaborative approaches to learning within the school and beyond
- Support the induction of staff new to the school
- Set high expectations for your own performance and that of others
- Engage in relevant professional development activity as necessary

**4. Managing the organisation**

- Contribute to a regular review of the organisation of the school to ensure it meets statutory requirements
- Develop action plans in specified areas of responsibility in order to bring about improvements
- Contribute to the planning process for the distribution of resources to ensure they meet the school's identified priorities
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money.

**5. Securing Accountability**

- Support the Governing Body in meeting its responsibility to account for the performance of the school
- Work in partnership with the Headteacher to secure improvement through Performance Management: take responsibility for the
- performance management/Appraisal of staff and their CPD programme

- Support staff in understanding their own accountability and develop approaches to ensure effective review and evaluation
- Use a range of data sources to set realistic yet challenging targets for students; analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes
- Contribute to the reporting of the performance of the school to parents/carers, Governors and other key partners as necessary.

**6. Strengthening Community**

- Contribute to the development of the school as a member of the community; strengthening partnerships with other schools and services
- Gain an understanding of the diversity of the school community
- Contribute to policies and practices which promote equality of opportunity and challenge prejudice
- Contribute to the development of a curriculum which provides students with opportunities to enhance their learning within the wider community
- Promote and model good relationships with parents/carers which are based on partnerships to support and improve students' achievement.

## PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
<b>Qualifications and Education</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A degree or equivalent</li> <li>• Evidence of further professional development in special education</li> </ul>	<ul style="list-style-type: none"> <li>➤ Qualification in special education</li> <li>➤ Graduate Status</li> <li>➤ Recognised Leadership experience</li> </ul>	<ul style="list-style-type: none"> <li>➤ Application</li> <li>➤ Interview</li> <li>• Certificate</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working in a specialised setting where students present with SEMH and challenging behaviours</li> <li>• Working alongside other school and professional staff to ensure robust moderation and sharing of good practice</li> <li>• Raising standards of literacy and numeracy in tandem with other staff by implementing appropriate intervention</li> <li>• Using class support strategies and monitoring/tracking impact</li> <li>• Managing and deploying staff</li> <li>• Analysis of SEN data for impact and to target support areas</li> </ul>	<ul style="list-style-type: none"> <li>• Considerable experience of working as a class teacher with students with SEMH</li> </ul>	<ul style="list-style-type: none"> <li>• Application/Interview</li> <li>• Reference</li> </ul>

	<ul style="list-style-type: none"> <li>• Rigorous tracking providing detailed and accurate information to underpin and ensure a planned programme of professional development for all staff</li> <li>to ensure they meet the needs of individual students with SEMH</li> </ul>		
Criteria	Essential	Desirable	Evidence
<b>Teaching Experience</b>	<p>Proven ability to :</p> <ul style="list-style-type: none"> <li>• Set high expectations which inspire, motivate and challenge students</li> <li>• Promote good progress and outcomes</li> <li>• Demonstrate good subject and curriculum knowledge</li> <li>• Plan and teach well-structured lessons</li> <li>• Adapt teaching to respond to the strengths and needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having led whole school learning and teaching strategy</li> <li>• Demonstration of high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Application/ Interview</li> <li>• References</li> </ul>



	<ul style="list-style-type: none"> <li>• Make accurate and productive use of assessment</li> <li>• Manage behaviour effectively to ensure a good and safe learning environment</li> <li>• Fulfil wider professional responsibilities</li> <li>• Communicate and work effectively in a multi-disciplinary school team including parents/carers and other external agencies</li> <li>• Commitment to school-wide focus on student attainment</li> </ul>		
<b>Professional / Personal Skills</b>	<p>Proven ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and lead on outstanding classroom practice</li> <li>• Use assessment effectively to inform student progress and to analyse data to help the target setting process</li> <li>• Generate enthusiasm for new ideas in both students and staff</li> <li>• Inspire others with confidence</li> <li>• Communicate effectively to groups and individuals, orally and in writing</li> <li>• Resolve conflict through active listening and negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Of coaching and/or mentoring</li> <li>• In effectively resolving personnel issues</li> </ul>	<ul style="list-style-type: none"> <li>• Application/ Interview</li> <li>• References</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate a flexible approach and a willingness to listen to others</li> <li>• Provide advice and guidance to parents and carers in a positive and clear manner</li> </ul> <p>Evidence of:</p> <ul style="list-style-type: none"> <li>• Successful multi-agency and partnership working</li> <li>• Training and understanding of Safeguarding/Child Protection</li> </ul>		
<b>Criteria Leadership and Management</b>	<b>Essential</b> <ul style="list-style-type: none"> <li>• Evidence of successful experience in a senior leadership and management role</li> <li>• Evidence of successful experience in developing initiatives and managing change</li> <li>• Evidence of effective contributions to Ofsted and Development Plans</li> <li>• Ability to analyse situations, prioritise and help to implement realistic solutions</li> <li>• Ability to establish and develop good relationships with all involved in the</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>• Proven ability in leading a staff team</li> <li>• Completion of Safer Recruitment/Selection Training</li> <li>• Experience of recruiting and inducting staff</li> <li>• Effective liaison with Governors and a good understanding of their role</li> </ul>	<b>Evidence</b> <ul style="list-style-type: none"> <li>• Application/ Interview/</li> <li>• References</li> </ul>

	school. Commitment to the school's wider community.		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Demonstrate a good level and understanding of ICT</li> <li>• Knowledge of how to deal with Safeguarding issues in school</li> <li>• Knowledge of the OFSTED Inspection Framework</li> <li>• Thorough knowledge of current educational issues, including SEND</li> <li>• legislation, guidance , Code of Practice and developments</li> <li>• Understand the planning of the National Curriculum and its application in a Special School, including assessment, recording and reporting</li> <li>• Know how to use a school's data to identify strengths and areas for development</li> <li>• Understand how to plan appropriate interventions</li> <li>• Behaviour management techniques for groups and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and experience of current good practice and development in special educational provision</li> <li>• Knowledge of successful practice in teaching students with SEMH</li> <li>• Behaviour Management training</li> </ul>	<ul style="list-style-type: none"> <li>•Application</li> <li>•Interview</li> <li>•References</li> </ul>

<b>Shaping the Future</b>	<ul style="list-style-type: none"> <li>• Demonstrate and communicate clear vision</li> <li>• Expectation of high achievement of all students</li> <li>• Evidence in understanding and commitment to equality of opportunity</li> <li>• Respect for students' individual differences</li> <li>• Commitment to parental partnership in education and developing links between school, home and the community.</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Developing Self and Working with Others</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> <li>• Commitment to one's own continuing professional development</li> <li>• Ability to work as part of a team</li> <li>• Ability to make and take decisions and set priorities</li> <li>• Able to gain and maintain the confidence and respect of colleagues, students, parents/carers and multi-disciplinary professionals</li> <li>• An ability to work in partnership with</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading CPD for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>

	<p>those agencies that work with the school</p> <ul style="list-style-type: none"> <li>• Demonstrate energy and perseverance</li> <li>• Be confident and enthusiastic</li> <li>• Be reliable and have integrity</li> </ul>		
<b>Securing Accountability</b>	<ul style="list-style-type: none"> <li>• Application of the need to delegate responsibility with accountability for area(s) of responsibility</li> <li>• Communicate and line manage staff teams effectively</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Strengthening Community</b>	<ul style="list-style-type: none"> <li>• An ability to establish and maintain positive partnerships with parents, students and communities</li> <li>• Awareness of the need to develop a school culture responsive to the nature of the school's community</li> </ul>	<ul style="list-style-type: none"> <li>• Work in the wider community</li> <li>• Prepare to contribute to the local community</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Application</li> <li>• Interview</li> </ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• Positive recommendation from present employer</li> <li>• Satisfactory attendance record</li> </ul>		<ul style="list-style-type: none"> <li>• Reference</li> <li>• Reference</li> </ul>

**The successful candidate will be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and therefore enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.**