



**STEPHEN HAWKING SCHOOL
INFORMATION FOR HEADTEACHER APPLICANTS**



Stephen Hawking School



HEADTEACHER

Contract Type:	Permanent from September 2024
Salary:	L28-35 (according to experience)
Closing date for all applications:	14 th February 2024 @ 10.00
Visits to school welcome from:	Week beginning 5 th February 2024
Interview Date:	Friday 23 rd February 2024

Stephen Hawking School is an “Outstanding” special school based on two sites in the London Borough of Tower Hamlets. The majority of the children have profound and multiple learning difficulties and a significant number of the children have additional medical, sensory and physical needs.

Our school offers a safe, positive, and challenging environment for up to 104 pupils between the ages of 2-11. We pride ourselves on our high expectations of everyone in the school so that all children maximise their potential.

After a period of time as part of a soft federation with a local mainstream primary school, the Governing Bodies have decided that it is in the best interests of each school to build on the successes of this collaboration as separate schools. We therefore require a suitably qualified, inspirational professional to lead our school in the next stage of our development.

The successful candidate will:

- be committed to ensuring the best possible outcomes for our children
- be able to implement a strategic vision to take the school forward
- be able to lead and develop positive relationships with all staff and stakeholders
- have leadership experience in a special school
- demonstrate high levels of integrity, excellent communication skills and a broad knowledge of children with complex SEND

We offer:

- children and families who are a joy to work with
- a highly supportive Governing Body and Leadership Team
- a dedicated staff team committed to the development of the whole child
- an ethos of collaborating with partner organisations

How to apply

Visits to our school are strongly encouraged. To book a visit, please contact Lisa Payne, School Business Manager, at lisa.payne@stephenhawking.towerhamlets.sch.uk

Stephen Hawking School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

To apply, please complete the application form and submit a personal statement that addresses the requirements in the person specification. This should be no more than two sides of A4, minimum font size: 12 point.

Please return applications to lisa.payne@stephenhawking.towerhamlets.sch.uk marked for the attention of the Chair of Governors.

LETTER FROM THE CHAIR OF GOVERNORS

Dear Applicant,

Headteacher Stephen Hawking School

Thank you for your interest in applying for this post. I hope that the information in the Application Pack, and a visit to the school, will give you a good sense of the unique nature of Stephen Hawking School. I urge you to read the information on our school website to give you a fuller understanding of the school's work.

We were inspected by Ofsted in 2019 and they made the following observations

'All staff have very high expectations of themselves and the pupils. They do not allow pupils' needs to become barriers. Leaders have established very effective partnerships with a wide range of professionals, including therapists and nurses. Everybody works together well to make sure that pupils succeed in all areas of their learning and development'

Details of how to apply for this post are included in the advert. Please address the person specification in your supporting statement.

Governors are seeking to appoint someone who will command the respect of the Stephen Hawking School community through their integrity, energy and enthusiasm for the values and ethos that have ensured its current success.

The successful candidate will skilfully bring all stakeholders with them on the next exciting chapter of the school's continual journey. Developing strong relationships and links will be fundamental to this process.

As Governors we are proud of our amazing school and the excitement this post offers lies in the opportunity to build on the strong foundations of the school's success, and the further development of teaching and learning and our school's curriculum.

This post will provide the successful candidate with a great opportunity to further a career that will already have included significant experience of school leadership.

On behalf of Stephen Hawking School Governors I wish you well in your application

With best wishes.

Susy Gilvin

Susy Gilvin

(Chair of Governors)



VISION STATEMENT

VISION

To inspire and empower our pupils and our community to be ambitious, fearless and successful.

MISSION

We will provide excellent opportunities, innovative practice and motivational teaching that results in exceptional outcomes.

We will create an educational environment that provides the best opportunities for individualised learning and personal growth.

Every adult will respect and nurture each pupil's diverse needs and enthusiastically seek to enrich their lives.

We will work with families sharing good practice that supports better life opportunities.

We will challenge attitudes and expectations sensitively

VALUES

We listen to and advocate for our pupils.

We take pride in our work.

We respect our pupils by offering them the dignity of challenge.

We always strive to be the best.

We value and support each other.

We work collaboratively with multi-agency teams.





HISTORY

Stephen Hawking School opened following a review of provision for children with severe learning difficulties in Tower Hamlets in the 1990s. This review recommended that the all-ages school should close and two new schools, one primary and one secondary, should open in its place. As a result, Stephen Hawking School opened as a 75 place school for children with severe and profound and multiple learning difficulties in September 1996 with just 24 pupils on roll.

In 1996, prior to the school opening, the governors contacted Professor Stephen Hawking to ask him for permission to name the school after him. They expressed a desire to name the school after someone who had shown amazing achievement in the face of significant adversity. Professor Hawking responded saying that he would be delighted if the school was named after him. Unfortunately, he was never able to visit.

In 2001 the designation of Stephen Hawking School changed to a school for children with profound and multiple learning difficulties.

Following a successful bid in 1999 the school governors set up the Stephen Hawking School Trust, now also known as 'Whoosh!'. The purpose of this charity is to provide support and training for children and their families. Currently, this is mainly done via clubs after school.

In 2009 Stephen Hawking School started an Outreach Service to support children with severe learning difficulties in mainstream schools. This service is extremely successful and currently has a waiting list.

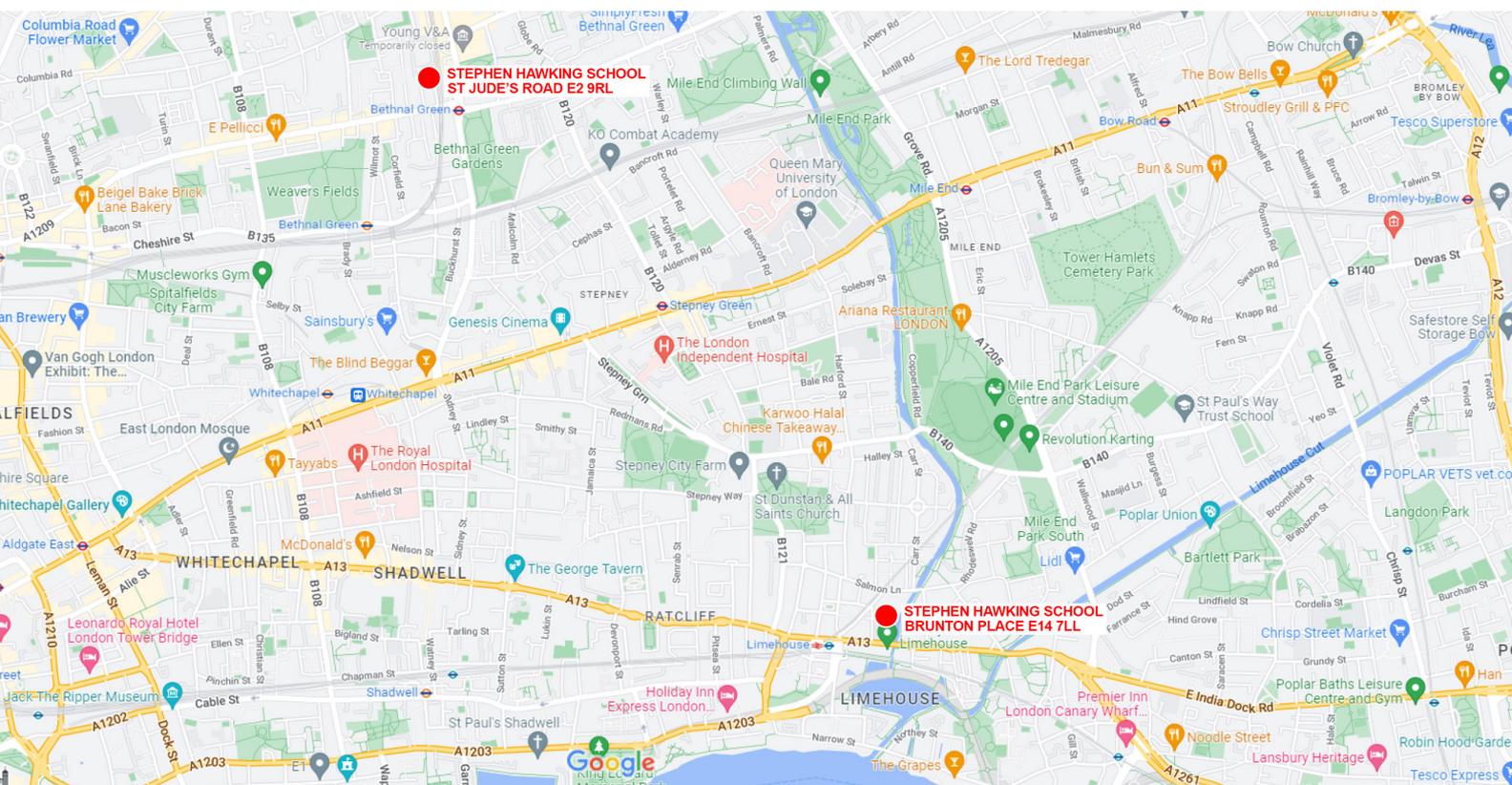
In 2015-2016, the school had grown and needed to accommodate between 95-100 pupils. Following discussions with the Local Authority, it was agreed for Stephen Hawking School to move to two sites to provide a more appropriate environment for all children. As a result, Stephen Hawking School opened its site at St Jude's Road in 2018.



THE SCHOOL TODAY

Stephen Hawking School is a special school for up to 104 pupils between the ages of 2-11 set within the culturally diverse and vibrant borough of Tower Hamlets. The majority of the children have profound and multiple learning difficulties. A significant number of the children have additional medical, sensory and physical needs.

The school is located on two sites. The EYFS/KS1 is based at St Jude's Road in Bethnal Green and the KS1/2 site is based at Brunton Place in Limehouse.



Map data ©2023 Google 200 m

Our school offers a safe, positive and challenging environment for our pupils. We have high expectations of all children which, we believe, helps them to realise their potential. These high expectations are supported by teachers, many of whom have specialist qualifications in the education of children with learning difficulties, and support staff who receive considerable on-site training.

We are supported by members of the local primary health care services who provide nursing, physiotherapy, occupational therapy and speech and language therapy. In addition, we have high level

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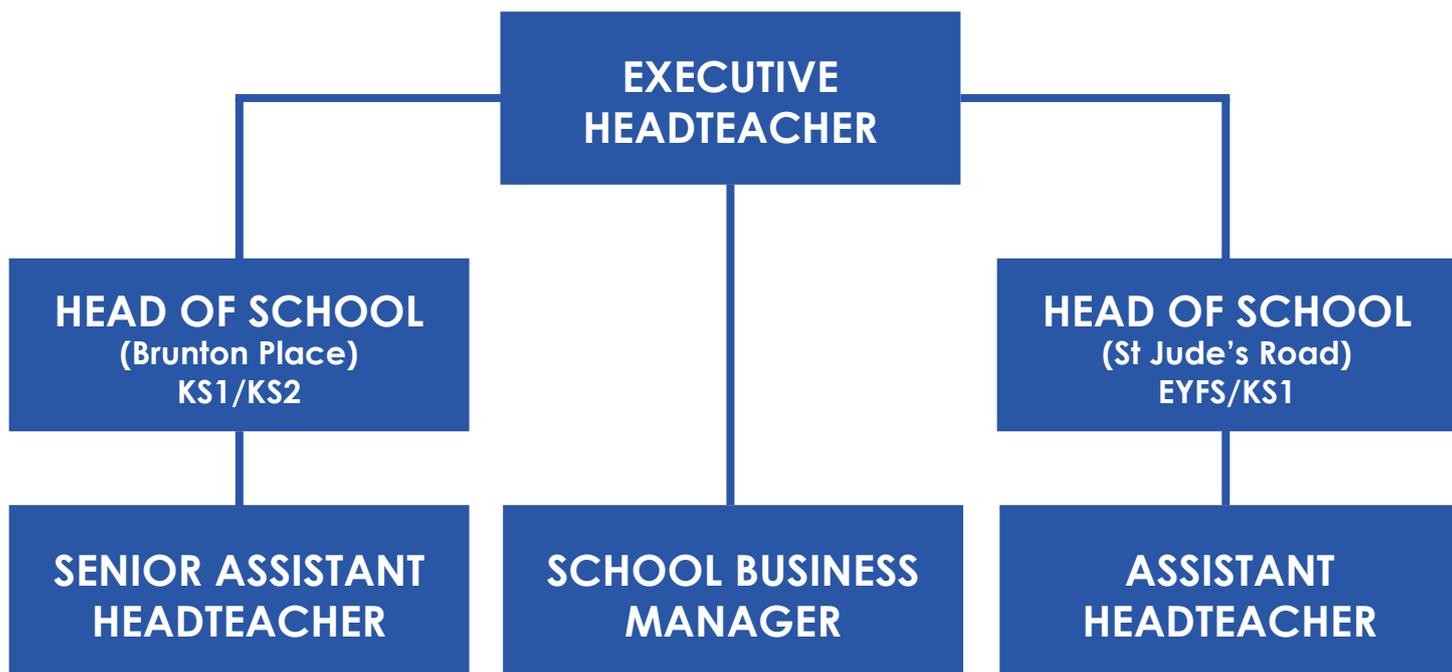
support from the local authority's peripatetic teachers for the hearing and visually impaired. All of these services are an integral part of our work.

We consider our partnership with parents, carers and other members of the local community to be outstanding. We believe strongly that parents, carers and other community members need to be involved in the education provided at the school so that all the children are ready to take their place in the wider community.

The school was part of a successful soft federation with a local primary school, but following the resignation of the Executive Headteacher, Stephen Hawking is now looking to recruit a full-time Headteacher.



CURRENT LEADERSHIP STRUCTURE



NB: the above diagram does not reflect the line management structure



APPLICATION TIMETABLE

- Closing Date – **Wednesday 14th February 2024 @ 10.00.**
- Please return completed applications to lisa.payne@stephenhawking.towerhamlets.sch.uk, marked for the attention of the Chair of Governors. Please complete the application form provided ensuring that all sections are completed. The personal statement, in addition to addressing the relevant parts of the person specification, should also clearly state your attraction to working in Tower Hamlets at Stephen Hawking Primary School. It is important that you understand the local community which the school serves. This should be no more than two sides of A4, minimum font size: 12 point.
- Prior to being offered employment, the successful candidate will be required to provide a DBS and medical clearance will need to be received.
- **Friday 16th February 2024** - Shortlisting meeting. Successful candidates will receive communication by email that evening. If you have not heard by the end of the day, please assume you have not been successful.
- The timetable for appointment is tight. Please inform your referees that they will receive a request for a reference shortly after the date for shortlisting as references will be required prior to interview.
- **Monday 19th February 2024** - Further information and details of the interview programme will be sent out.
- **Friday 23rd February 2024** - Successful candidates will be invited to Stephen Hawking School for interview.
- Visits to our school are strongly encouraged. To book a visit, please contact Lisa Payne, School Business Manager, at lisa.payne@stephenhawking.towerhamlets.sch.uk
- Please remember that there is a wealth of information on our school website at <https://www.stephenhawking.towerhamlets.sch.uk/>



JOB DESCRIPTION

Salary : L28-35 (according to experience)

Contract type: Full time, permanent

Reporting to: The Governing Body

This job description is based on the Headteachers' Standards 2020.

The Headteacher is accountable to the Governing Body for the professional leadership, strategic direction and operational management of the School in order to ensure that the school's aims are implemented in accordance with the school improvement plan and the policies of the Governing Body. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary. The Governing Body of the School is committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people. (The appointment is subject to the provisions of the School Teachers' Pay and Conditions document, mandatory for maintained schools).

KEY RESPONSIBILITIES

LEADERSHIP AND MANAGEMENT OF PUPIL ACHIEVEMENT, PROGRESS AND SAFETY

- Ensure that student safety is at the centre of all of the school's functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all pupils can achieve success and become engaged in their learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on pupil achievement, using data and benchmarks to monitor progress in every child's learning.
- Implement strategies which secure high standards of behaviour and attendance, pupil welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of all pupils.

LEADERSHIP AND MANAGEMENT OF STAFF

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure that all staff are engaged with the school's key SDP priorities and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.

- Maximise the contribution of staff to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all staff.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

LEADERSHIP AND MANAGEMENT OF TEACHING AND LEARNING

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for pupils of all backgrounds and abilities.
- Develop and champion the impact of the school's specialisms on pupil opportunity and outcomes.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional wellbeing of all pupils.
- Ensure that the curriculum enables all pupils to progress to the next stage of education.

MANAGING RESOURCES

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Governing Body; allocate funds and monitor the effective administration and control of school budgets so that the School secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic plan and financial context.
- Ensure school buildings and facilities meet the needs of the pupils/pupils and staff and are of the highest standard of cleanliness and repair, and are compliant with health and safety regulations.
- Explore and develop additional sources of funding.

STAKEHOLDERS AND THE LOCAL COMMUNITY

- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the school.
- Act at all times as an ambassador for the school in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the value of the school to other sectors of the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

ACCOUNTABILITY AND GOVERNANCE

- Work with the Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context.



- Translate the vision into a School Development Plan with agreed, prioritised, objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, the local authority, the local community, Ofsted and others, to enable them to contribute effectively.

EQUAL OPPORTUNITIES

- Promote, implement, and monitor equal opportunities across all aspects of school life.

TEACHING

- Teach as necessary and appropriate relative to the other duties of the post.

NOTES

The Headteacher may be asked by the governing body to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post holder.

PERSON SPECIFICATION

All criteria are essential unless otherwise stated. Candidates should have:

Professional qualifications and experience

- Qualified Teacher Status and degree
- A record of CPD relevant to Headship
- Leadership experience at Deputy Head level
- Leadership and teaching experience in special education
- Knowledge of national and local safeguarding guidance
- Knowledge of best practice and procedures in schools for safeguarding pupils
- Successful track record of leadership in special education in England
- Successful track record of leadership EYFS, KS1/2 curriculum for children with SLD and PMLD
- Successful teaching experience in the relevant age groups
- *Desirable: leadership experience as an existing Headteacher*

Personal skills, qualities and attributes

- The highest level of integrity and sense of moral purpose
- An understanding of, and empathy with, the lives of families living with SLD and PMLD
- An ability to work with young people and adults in a manner that commands respect and confidence
- Excellent interpersonal and 'people management' skills
- Decisiveness and consistency, with a focus on solutions
- Clear, calm and effective communication skills
- Good organisational skills in order to plan, lead and delegate effectively by valuing the contributions of all
- Commitment, resilience and staying power

Leadership and Management: pupil achievement, progress and safety

- A strong knowledge of safeguarding
- Excellent knowledge and understanding of children with SLD and PMLD and other special educational needs to inform school planning and policy
- Strategies to deliver the outcomes expressed in the school's ethos and values
- A successful track record in monitoring, evaluating, and improving the quality of teaching and learning
- A good knowledge of current educational developments and can apply them to Stephen Hawking School
- The ability to inspire and motivate staff to be aspirational for all children

Leadership and management: staff

- The ability to motivate and inspire staff to be at their best
- The ability to employ a range of leadership styles to support school improvement
- The ability to ensure management structures and systems are in place that support the school's goals
- A commitment to both the wellbeing and professional learning and development of all staff, ensuring equality of opportunity for all
- A good track record of building successful teams
- The skills to resolve situations of conflict
- Experience of leading the school community effectively through periods of change



Leadership and management: Teaching and Learning

- Experience of successful school development planning and a strong track record of implementing and managing the delivery of sustained improvement
- A good knowledge of all aspects of the curriculum and of what constitutes highly effective teaching, learning and assessment for pupils with SLD and PMLD
- Experience of successful strategies to monitor, evaluate and improve the quality of teaching and learning
- In-depth knowledge and understanding of relevant, current educational research and practice to inform school priorities and developments
- Understanding of the Ofsted Framework and its implications for schools
- A vision for the future development of the curriculum

Managing Resources

- The ability to analyse issues relating to financial, human, premises and other resources, developing effective and creative responses
- A vision for a 21st century learning environment, including the use of appropriate technology

Stakeholders and the local community

- Effective communication skills with staff, parents, pupils, governors and the local authority
- The ability to establish effective links with the local community, appreciating its dynamics and be sensitive to the school's role within it
- Experience and skills to establish a good working relationship with a variety of stakeholders including health and social care professionals and the Local Authority

Accountability and governance

- Successful school development planning experience and a strong track record of implementing and managing the delivery of sustained improvements
- Experience of working with the governing body

Equal opportunities

- A track record of commitment to promoting, implementing, and monitoring equal opportunities and diversity across all aspects of school life.

This Governing Body (and the Local Authority are) is committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

