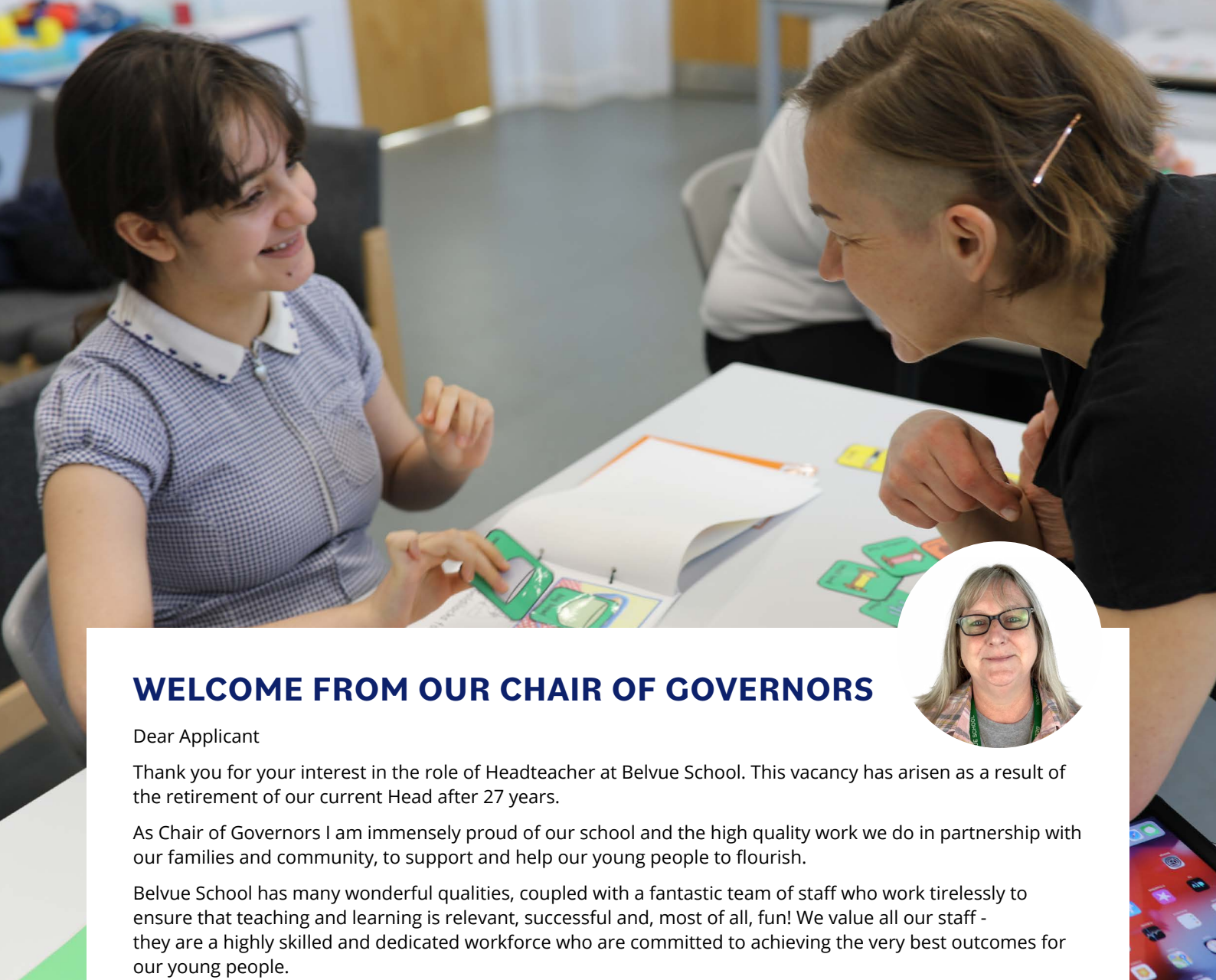




**A DIVERSE AND
RESPECTFUL COMMUNITY
GROWING TOGETHER**

**BELVUE SCHOOL
HEADTEACHER**



WELCOME FROM OUR CHAIR OF GOVERNORS

Dear Applicant

Thank you for your interest in the role of Headteacher at Belvue School. This vacancy has arisen as a result of the retirement of our current Head after 27 years.

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

Belvue School has many wonderful qualities, coupled with a fantastic team of staff who work tirelessly to ensure that teaching and learning is relevant, successful and, most of all, fun! We value all our staff - they are a highly skilled and dedicated workforce who are committed to achieving the very best outcomes for our young people.

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

We look forward to receiving your application.

With best wishes

Allison Blair, Chair of Governors.

BELVUE SCHOOL'S VISION



DISCOVER, FOSTER AND CELEBRATE THE QUALITIES OF EVERY YOUNG PERSON IN PREPARATION FOR ADULTHOOD SO THAT THEY CAN LIVE A FULFILLED AND MEANINGFUL LIFE IN THEIR COMMUNITY.





**THE WELLBEING OF OUR YOUNG
PEOPLE IS AT THE HEART OF
EVERYTHING WE DO.**

ABOUT US

Belvue High School is a special school that caters for the needs of secondary aged students with learning difficulties and associated communication, behavioural, sensory and physical needs.

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

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

a happy, safe community where young people are encouraged to carve out their own pathway towards their goals.

We are an outward thinking community and we encourage collaboration, networking and sharing best practice where we can. We encourage our staff team to be reflective practitioners and offer first class CPD opportunities. We have built a vibrant and highly motivated team of dedicated professionals who work together in the best interests of our young people.

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



OUR APPROACH TO TEACHING AND LEARNING WITHIN A SEND ENVIRONMENT

At Belvue School, we use the acronym ASPIRE to summarise our philosophy of education:



A

ACADEMIC EXCELLENCE

S

SUPPORT, NURTURE AND THERAPEUTIC CARE

P

PERSONALISED PATHWAYS

I

INDEPENDENCE, LIFE AND WORK SKILLS

R

RESPECT FOR ALL

E

ENRICHMENT AND CELEBRATION



“

**EXPOSURE TO LEARNING AND
KNOWLEDGE SHOULD NEVER
BE LIMITED BY DISABILITY**

”

OUR APPROACH

Belvue School is home to 226 students split across 22 classes in key stages 3 – 5. The school is organised across two sites, with Year 7 students occupying a self-contained unit on the smaller site that offers a stepping stone from the safety of a primary school to the complexity and demands of a secondary school with a defined curriculum. The smaller site allows the school to provide a secure base with a nurturing environment that promotes wellbeing and a sense of safety during this transition. Post 16 students provide the catering on that site as part of their work-related learning curriculum and this provides a positive link between the main school and its satellite.

Each class has a teacher supported by one or two teaching assistants. Pupil numbers in each group vary between 6 and 14 depending on the complexity of students' needs. The groups are ability set within a Key Stage, with Year 7 students ability set within the year group. The school is organised in this way to ensure that teaching staff can maximise opportunities for differentiation.

The curriculum at Belvue is targeted on the strengths and customised for our learners. We believe that our young people deserve to experience a range of learning that provokes curiosity and inspires a sense of wonder at the surrounding world; that exposure to learning and knowledge should never be limited by disability. Subject leaders endeavour to design a curriculum that is dynamic, creative and responsive to the needs of young people as they progress through the school. We aim for a balance

between the most relevant aspects of the national curriculum and our commitment to ensuring that our young people are enthused and excited by what they learn. Preparation for Adulthood Outcomes informs each young person's learning journey.

Teaching and learning across the school is underpinned by the standards of the Teach First programme and there is a constant striving for improvement. The core curriculum of Mathematics, English and Personal and Social Education is normally taught by the class teacher whilst the full range of curriculum subjects is taught by specialist teachers. These include Art, Music, Drama, Science, PE and all the technologies.

Assessment for learning is integral to our approach and is recorded using the Earwig platform. To support students in assessing their own learning, they have access to a learning journey for all subjects taught.

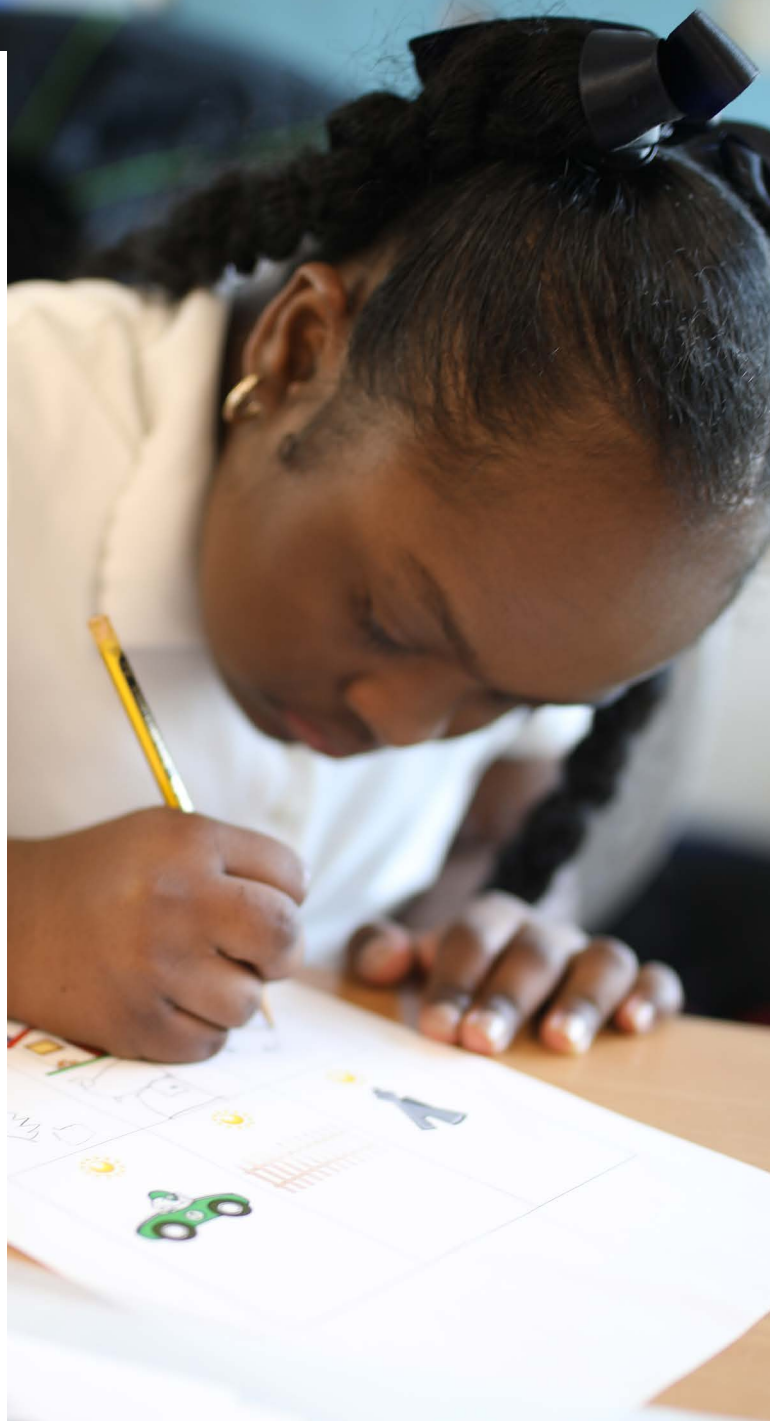
In line with national guidance the school adopts a multi-disciplinary approach to learning. Staff work collaboratively with a range of other professionals, including occupational health practitioners, speech and language therapists and a psychologist to support individualised pathways. Individual therapy programmes, including behaviour support, are delivered within lessons wherever possible to enhance the learning process.

At Belvue all young people belong to a Vertical Tutor Group, that meets with the vertical tutor twice a day. We believe that vertical tutoring is underpinned by the relationships within the group which helps to develop young people's emotional literacy and a growing sense of group loyalty promotes moral and social development. As a school we believe that this is not something that can be taught but, rather, something that should be nurtured and enabled in a variety of immersive ways. We believe that emotional and social skills are not taught but ultimately 'caught' from adults through attuned, creative and mindful relationships acted out within a supportive and positive environment where all adults are skilled in managing and recognising their own emotions and moods.

We believe that continued emotional engagement promotes neural plasticity. Relationships and the power of connection are, therefore, central to vertical tutoring - not the teaching of relationships as a topic but the forming of relationships. Neuroscientists have found that, in the presence of a 'good enough' other - for example a teaching assistant, mentor or tutor - new and more sophisticated neural pathways can be formed in a child's developing brain and new patterns of relating and behaving can emerge.

Vertical tutors, therefore, attune to the emotional needs of their tutees to establish meaningful relationships. The ability of the tutor to emotionally mirror and read their tutees helps learners to recognise their own feelings and emotions. At Belvue, we believe that the provision of merely physical and intellectual care will not foster the firing of neurons which occurs when connections in the brain change in response to experiences.

As reflective SEND practitioners, all our staff are experienced in the development of emotional wellbeing and participate in ongoing and extensive training and development programmes. Skills and knowledge are further honed through interactions with our young people who teach us new things every day. Staff at Belvue know that it is a privilege to work with such an extraordinary group of young people.



WHAT'S GREAT ABOUT WORKING AT BELVUE SCHOOL?



A **vertical tutor system** that puts emotional wellbeing at the very heart of our philosophy



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



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



Supportive **employee assistance programme** for all



A **diverse** and multicultural staff team



PPA for all teaching staff exceeds the national expectations



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



A brand **new state of the art building** with an abundance of technology and an award winning woodland pavilion



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

HEADTEACHER

JOB DESCRIPTION

POST TITLE: Headteacher of Belvue School

RESPONSIBLE TO: The Board of Governors of the school

SALARY: Inner London L28 – 34 (£100,552 - £115,062)

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

MAIN PURPOSE

The core purpose of the Headteacher is to provide professional leadership and management of the school, always serving in the best interests of the young people. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. The Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all the young people and prepare them for adulthood. The Headteacher will be an outstanding role model who leads a compelling and collaborative vision which engages and inspires all stakeholders, ensures clear educational pathways and outcomes, and delivers a strategy that provides sustainable development and financial security for the school. The Headteacher will have regard for the Headteacher standards at all times and demonstrate consistently high standards of principled and professional conduct both within and outside school.

SUMMARY OF KEY RESPONSIBILITIES

- Take the lead role on working with the Board of Governors to develop a collaborative school vision, which embraces excellence, high standards and inclusion, clear educational pathways, and ambitious outcomes for young people with SEND. Translate the vision into a development plan and implement it successfully.
- Provide a safe, calm and well-ordered environment for students and staff, focused on making sure students are kept safe from harm and are well prepared for effective learning.
- Secure excellent teaching to high standards of learning and attainment, leading and modelling best practice and fostering innovation inspired by developments in special education policy and research.
- Hold all staff to account for their professional conduct and practice.
- Ensure inclusion, diversity and access across the organisation.
- Lead by example to foster an open, transparent and equitable culture.

- To be responsible for the internal organisation, management and control of the school to support all SEND students in the most effective ways possible.
- Manage finance and resources astutely to maximise their use and value, developing a highly skilled and motivated workforce, maintaining and enhancing the building and facilities, and effective use of technologies, learning and sensory resources to create a stimulating and enriching environment.
- Develop and sustain effective relationships with the Board of Governors to ensure effective governance of the school, and the discharge of GB responsibilities. Reporting on agreed KPI's in an effective and timely manner.
- Working with the local authority, local schools, parents, carers and young people, to ensure that students who would be appropriately placed at the school are admitted in the most effective way possible.
- Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all students.
- Developing effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for students.
- Provide effective leadership of the therapeutic team and ensure an integrated approach across the school to support teaching staff and maximise student outcomes.
- Create an outward-facing school to work with other schools, organisations and partners to champion best practice, develop staff, contribute to the wider system, and to maximise opportunities and outcomes for all students.
- Develop and maintain good relations with Ealing, our local authority, utilising its support and resources including the Ealing Learning Partnership. Advocate effectively for all the young people at Belvue School in the commissioning and funding arrangements.

HEADTEACHERS' STANDARDS (2020)

1. School culture

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

2. Teaching

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

3. Curriculum and Assessment

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

4. Behaviour

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

5. Additional and special educational needs and disabilities

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

6. Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring

effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.

- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

7. Organisational management

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

8. Continuous school improvement

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

9. Working in partnership

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

10. Governance and accountability

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

PERSON SPECIFICATION

THE FORMAL SPECIFICATION AND YOUR APPLICATION

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

Please ensure when completing your application that you address only the relevant criteria as indicated in the application form columns below. As appropriate your responses should include your role, the actions, and decisions you took and the outcome or impact of your involvement.

The supporting statement should be no longer than three A4 pages long and a font size no less than Arial 11 point or equivalent. Please do not include a CV as they are not accepted.

Qualifications, Knowledge and Experience	Essential/Desirable	Application form	Assessment stage
Degree and Qualified Teacher Status.	E	X	X
Evidence of appropriate professional career development for the role of Headteacher such as the National Professional Qualification for Headship. (Must be willing to study for if not currently held).	E	X	X
Master's Degree/Post Graduate qualification in Education/Leadership/SEND.	D	X	X
Successful leadership experience as a Headteacher, Deputy/Assistant Headteacher or School Improvement Lead and teaching or leadership experience of SEND.	E	X	X
Experience leading in challenging circumstances or with high levels of disadvantage/deprivation.	E	X	X
Experience working with a broad range of students and in a culturally and ethnically diverse environment.	D	X	X
In-depth knowledge and experience of Child Protection, Safeguarding and Safer Recruitment procedures.	E	X	X

School Culture	Essential/Desirable	Application form	Assessment stage
Ability to articulate the vision, mission and values of the school, leading by example and ensuring that they are implemented consistently by all to ensure the highest level of student achievement.	E		X
Successful track record in building and nurturing a strong, positive, open, highly professional and collaborative team culture that can both challenge and inspire all staff to work effectively together to deliver school improvement.	E	X	X

School Culture (cont.)	Essential/Desirable	Application form	Assessment stage
Evidence of strategic planning and leading whole school improvement initiatives that have had a demonstrable impact on student attainment, raising aspirations and standards.	E	X	X
Committed to ensuring equity, diversity and inclusion throughout the school community and beyond.	E		X
Has ambitious expectations for all SEND pupils and is committed to maintaining a high quality, stimulating learning environment for them.	E		X

Teaching, Curriculum and Assessment, Behaviour and SEND	Essential/Desirable	Application form	Assessment stage
In-depth understanding of what constitutes high-quality teaching and the ability to model this to support others to improve. Ability to give effective feedback to colleagues to challenge and advance good practice.	E		X
Clear understanding of the national curriculum including its application to secondary pupils with moderate and severe learning difficulties.	E		X
Experience of leading whole school curriculum development.	E	X	X
Experience of using effective strategies and interventions that support high standards of behaviour and attendance for students, including those with SEND and from other vulnerable groups.	E		X
Understanding of the needs of challenging students whose behavior presents a risk of harm and how to develop effective strategies to successfully manage this. Willingness to model/lead interventions where appropriate.	E		X

Professional Development	Essential/Desirable	Application form	Assessment stage
Self-aware and able to critically reflect on own practice, committed to own personal growth and continuing professional development.	E		X
Successful track record of empowering and developing staff through effective performance management and distributive leadership.	E		X
Commitment to prioritising the continued professional development of all staff in the best interests of the individual, the team, the school and the profession.	E	X	X

Organisational Management/Continuous School Improvement	Essential/Desirable	Application form	Assessment stage
Clear commitment to promoting health and safety and the wellbeing of students and staff.	E		X
A wide knowledge and practical experience of current and proposed education policies, priorities and legislation and the legal frameworks within which schools must operate, including the SEND Code of Practice and the school's statutory duties in relation to this.	E		X
Successful experience in analysing key data to develop evidence-informed strategies for school improvement.	D	X	X
Experience of deploying and managing staff to deliver effective outcomes, utilising strengths and supporting areas for improvement.	E		X
Experience of effective school self-evaluation and development planning.	D		X
Experience of whole school policy development and implementation.	D		X
Experience of leading change effectively and successfully.	D		X

Working in Partnership/Governance and Accountability	Essential/Desirable	Application form	Assessment stage
Understands and welcomes the role of effective governance, upholds their obligation to give account and accept responsibility.	E		X
Commitment to build and maintain effective relationships with parents, carers, governors, commissioners, other organisations and the wider community to support and enhance the education of all students.	E	X	X
Ability to ensure there are systematic and rigorous self-evaluation processes in place, including the use of a variety of data and assessment techniques to evaluate achievement and offer accountability for student learning, progress, and attainment.	E		X
Experience of managing school finances effectively, understanding their contribution to school development and student outcomes.	D		X

Personal Qualities / Ethics and Professional Conduct	Essential/Desirable	Application form	Assessment stage
Passion for special education, coupled with ability and enthusiasm to see all children and young people reach their potential.	E		X
Demonstrates optimistic personal behaviour and uses exceptional interpersonal skills to build and maintain positive relationships with students, staff, parents, governors, other organisations and members of the local community.	E		X
Visible and approachable, empathetic and kind, particularly to the young people who often experience life as a challenge.	E		X
Adaptable leadership style, 'hands on' when required, balanced with knowing when to delegate.	E		X
High levels of emotional resilience and composure, able to work well under pressure and take a dynamic approach to the changing needs of the school population whilst maintaining high levels of organisational skills and consideration for the workload and wellbeing of the workforce.	E		X
Ability to make sound decisions and identify and solve problems creatively, based on thorough analysis and judgement.	E		X
A visible role model in the school and an ambassador for the school in the wider community. Demonstrates consistently high standards of principled and professional conduct both within and outside school, upholding the seven principles of public life at all times. Ability to build relationships rooted in mutual respect and observing professional boundaries. Serve's in the best interests of the schools students at all times.	E		X
Upholds fundamental British Values, translated into the Belvue RESPECT values, including democracy, the rule of law, individual liberty and respect, and tolerance of those with different faiths and beliefs.	E		X



OUR LOCATION

Based in the London borough of Ealing in West London, we are easily accessible from the A40 and a short walk from Northolt underground station.

BY CAR

Belvue School and College are easily accessible by road, being just a 5 minute drive from the A40 (Western Avenue).

BY TRAIN

Northolt underground station is in Zone 5 on the central line, which is a 10 minute walk from the school and a 15 minute walk from the college.

GETTING TO BELVUE SCHOOL

BELVUE SCHOOL

Rowdell Road

Northolt UB5 6AG

Email: admin@belvue.ealing.sch.uk

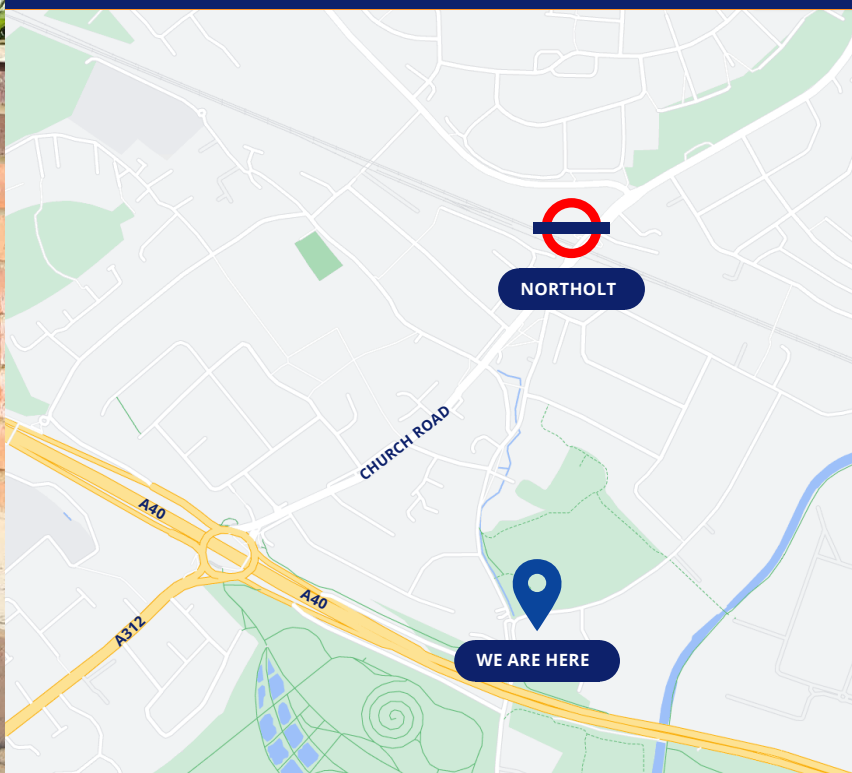
Tel: 0208 845 5766

HOW TO APPLY

You can find out more about working at Belvue School at:

- www.belvueschool.com/join-the-team
- www.tes.com

All applications must complete an application form and once completed send email to victoriaom@belvue.ealing.sch.uk please note CV's will not be accepted.



Belvue School is committed to promoting and achieving equality of opportunity for all students, parents, staff, Governors, visitors and job applicants.

Belvue School is committed to upholding the highest possible safeguarding standards and follows safe recruitment practices to protect children and vulnerable adults. The Successful candidate will be required to apply for an Enhanced Disclosure from the Disclosure & Barring Service. Further information can be found at www.gov.uk