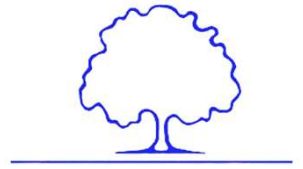


Executive Head Teacher

Contents



- Welcome Letter from the Chair of Governors
- About Linwood School
- Advertisement
- Our Campuses and Curriculum
- Linwood School Structure
- Job Description and Person Specification

Welcome! Thank you for showing an interest in our school

We're seeking an outstanding, established Senior Leader, with a deep understanding of SEND to lead and drive forward our outward facing, self improving, centre of excellence.

Candidates must wholeheartedly share and promote our Vision, Values and Ethos of prioritising the safeguarding and wellbeing of our whole school community and have a passion for improving the life chances of children and young people with special needs. Our school community reflects the diversity of the community we live in here in Bournemouth and our value of inclusivity reminds us of our priority to respect difference in all areas of our lives. We recognise that being an inclusive and diverse school increases creativity and innovation enabling our staff group to thrive which in turn, impacts in a positive way on our students.

You will be the Executive Head Teacher of Linwood School in Bournemouth, a multi campus, all through maintained Special School with a Post 19 facility, which meets the needs of a comprehensive range of Special Educational Needs.

The school has grown and developed considerably over the past 5-7 years from what was a one site main provision, with around 140 students to becoming a school with five campuses and 370 students and growing. Alongside these specialist provisions is our award winning, highly successful Post 16 employability and work skills training programme (Classroom in the Heart of Industry). We are proud that the majority of past students from the CHI programme have gained paid employment.

All of Linwood's growth has been in strategic response to the LA's increasing demand for specialist provision in our area and we focus very much on being one school community with team working, sharing of expertise and good practice across all campuses.



Chris Purdy
Chair of Governors



Welcome letter from the Chair of Governors

You will be the executive leader of this vibrant and exciting school, line managing the Head of Campuses and the Senior Lead professionals whose role is to oversee all day to day operational management at each campus. Candidates must have a proven record of school improvement and be a high level strategic thinker. Whilst ensuring consistency of high quality education across all areas of the school, they must also balance sustainability of any further school growth with the school's current and future financial security.

Parents and visitors alike frequently comment on the friendly and welcoming atmosphere in all campuses. This caring school community along with the enthusiasm, positivity and high expectations from staff are often the deciding factors for prospective parents and carers when choosing the right school for their children and young people.

We have a highly motivated, talented and dedicated team of teachers and support staff who have high aspirations for our children and young people and provide a caring and challenging environment ensuring that all children and young people enjoy both personal and academic success. We work in partnership with parents/carers, a range of agencies, schools and community groups collaborating with one another to enable every learner to achieve their potential.

The wellbeing of the whole school community is central to the school's strategic vision and none more so than during these extremely difficult times for our students, parents/carers and staff. This commitment to our staff has been recognised by the Mind Workplace Wellbeing Index Bronze Award.

You will be accountable to a Governing Board who are fully committed to their role and work hard to support and challenge the EHT and senior leaders in setting and monitoring the vision and strategic priorities to ensure they have a positive impact on our pupils and also have accountability to the Children's Services department of our Local Authority, Bournemouth, Christchurch and Poole (BCP) Council.

For an informal discussion about this post please contact Wendy Perry, HR Manager or Chris Purdy, Chair of Governors.

Chris Purdy

About Linwood School

Linwood School is a large maintained, day, special school which welcomes children and young people, from 3-19 years of age, from an extensive geographical area and provides outstanding learning opportunities and support for a wide range of special educational needs. The school is recognised as an outstanding, outward facing school where personalisation and high aspirations for the progression of every pupil and their preparation for adulthood underpin all strategic and operational planning. There are currently 370 pupils on roll.

Linwood is also a Teaching School delivering training and outreach to other schools locally. Linwood also provides Post 19 opportunities through a not for profit company and is supported by the school's Charitable Trust.

Aims of the school



The school aims to promote a caring and happy community in which all pupils feel valued. We strive to make learning a pleasurable and rewarding experience and to offer an opportunity for all pupils to develop as high a standard of achievement as individually possible.

We aim to provide an environment which challenges pupils with high expectations, yet is sensitive to the needs of individuals and their varying circumstances, stages of development and abilities.

Executive Head Teacher

Start date: September 2021 or
January 2022

Salary: Leadership Points 37 - 43

*“An outward facing centre of
excellence where individuals are
valued and encouraged to give of
their best”*

Following the retirement of our Executive Head Teacher, the Governing Board is now looking to appoint a new Executive Head Teacher. The successful applicant who lead in this exciting role will:

- **Lead a school with a national reputation for outstanding provision that maximised pupil progress, achievement and preparation for adulthood.**
- **Build and develop further effective working relationships with parents and carers to enhance their involvement in their child's learning.**
- **Champion a culture that encourages initiative and accountability and strengthens the quality of leadership at all levels.**
- **Lead on strategy and future developments for our outward facing school, alongside the Governing Board.**
- **Work within a school that is held in high regards within the local community and beyond.**

Currently an outstanding practitioner with extensive senior leadership experience gained in a special educational setting, you will have an understanding of both mainstream and special education across the age ranges. You will be able to demonstrate a combination of excellent budgetary and operational management skills with wide experience in developing the curriculum and evaluating the quality of teaching and learning across the full range of SEND to secure best individual outcomes for each individual pupil.

You will be an outstanding leader and a reflective practitioner but above all, will have a passion for improving the life chances of our young people and their families.

We offer you the opportunity to work with a dynamic and supportive Governing Board and talented and highly dedicated staff team who all share a real commitment to optimising opportunities for our young people and equipping them to lead fulfilling and independent lives.



**“Leaders are
determined to
ensure that pupils
are able to succeed
no matter what
challenges they may
face.”**

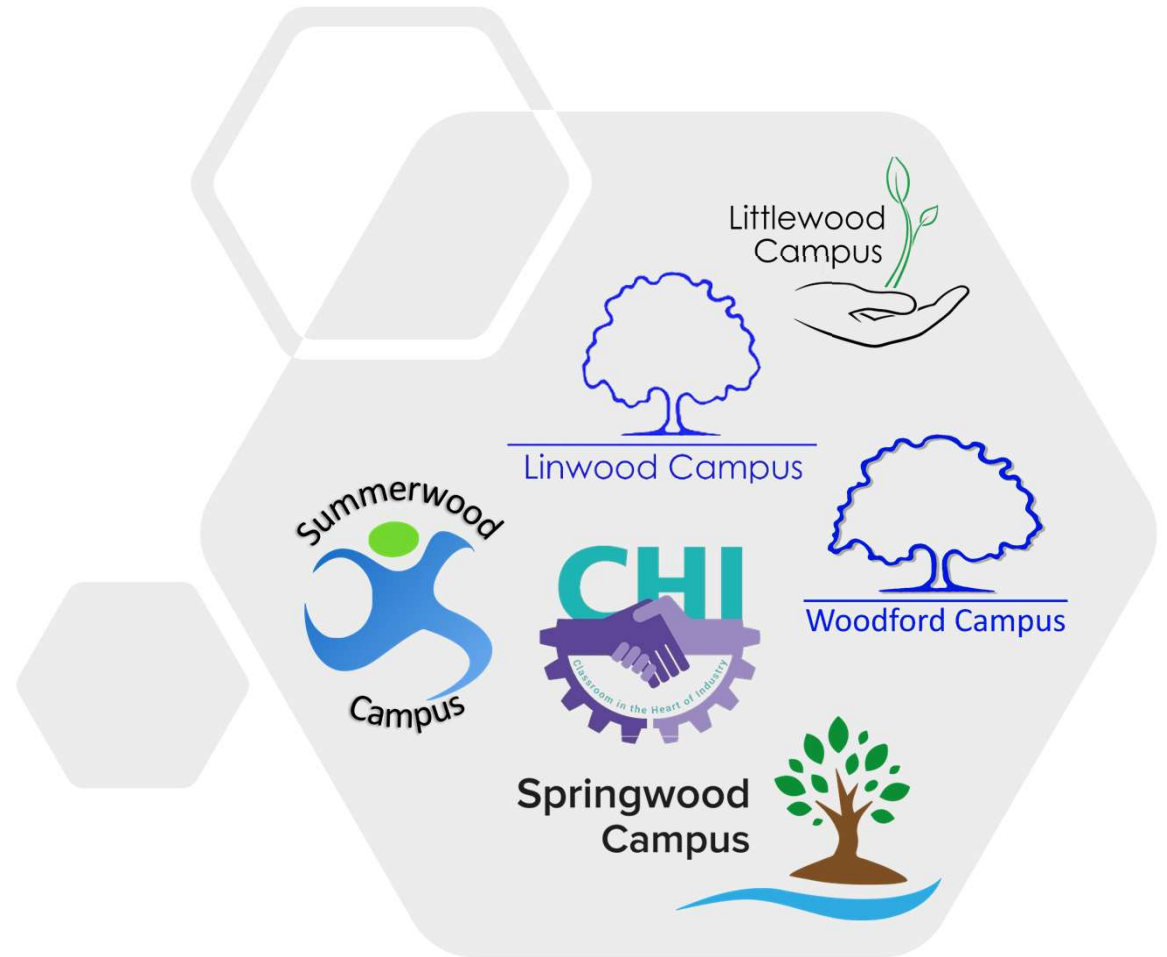
Ofsted, January 2018



A Specialist Provision Linwood School

Entitlement plus Opportunity

Linwood welcomes children and young people from a wide geographical area and supports a comprehensive range of special educational needs and disabilities. The school has four sites Linwood Campus, Springwood Campus, Littlewood Campus and Summerwood Campus. The school also has a two class satellite in a maintained primary school (Woodford Campus) and a 'Classroom in the Heart of the industry' (CHI).





Linwood

Provides for 210 pupils aged 3-19 years, with a comprehensive range of special educational needs and disabilities. Class sizes range from 6 to 14 pupils depending upon their age and ability. Pupils have access to appropriate curriculum pathways (Alma, Early Years, Vita, Personalised National Curriculum and Post 16). Accreditation opportunities are offered in response to individual needs and abilities from Pre-Entry to GCSE.



Springwood

Provides an autism specific approach for pupils aged 3-19 years. There are currently 72 places; 9 classrooms support pupils with a diagnosis of Autism and Severe Learning Difficulties (Early Years, Primary, Secondary and Post 16) and 3 classrooms support pupils with a diagnosis of Asperger's/High functioning Autism (Secondary).



Littlewood

An Early Years provision for 12 nursery to Year 1 pupils with a diagnosis of Autism and associated sensory difficulties. Pupils follow the Early Years curriculum and are assessed and progress is tracked using the SEND assessment tool, which is derived from Development Matters and Evidence for Learning.



Woodford

This campus is an extension of Linwood Campus and supports 24 pupils aged between 5-11 with a range of special educational needs. Woodford Campus is sited within a local maintained Primary School and works closely with its host school to provide a unique learning experience alongside our personalised provision.



Summerwood

Provides for 30 pupils aged 16-19, who have a diagnosis of Asperger's Syndrome/High Functioning Autism. Summerwood supports young people in achieving further academic qualifications and employability. Student ability ranges from Entry 2 up to and including A Level standard. Strong partnerships are established with local Sixth Forms and Colleges to provide an individualised curriculum and additional external accreditation opportunities.



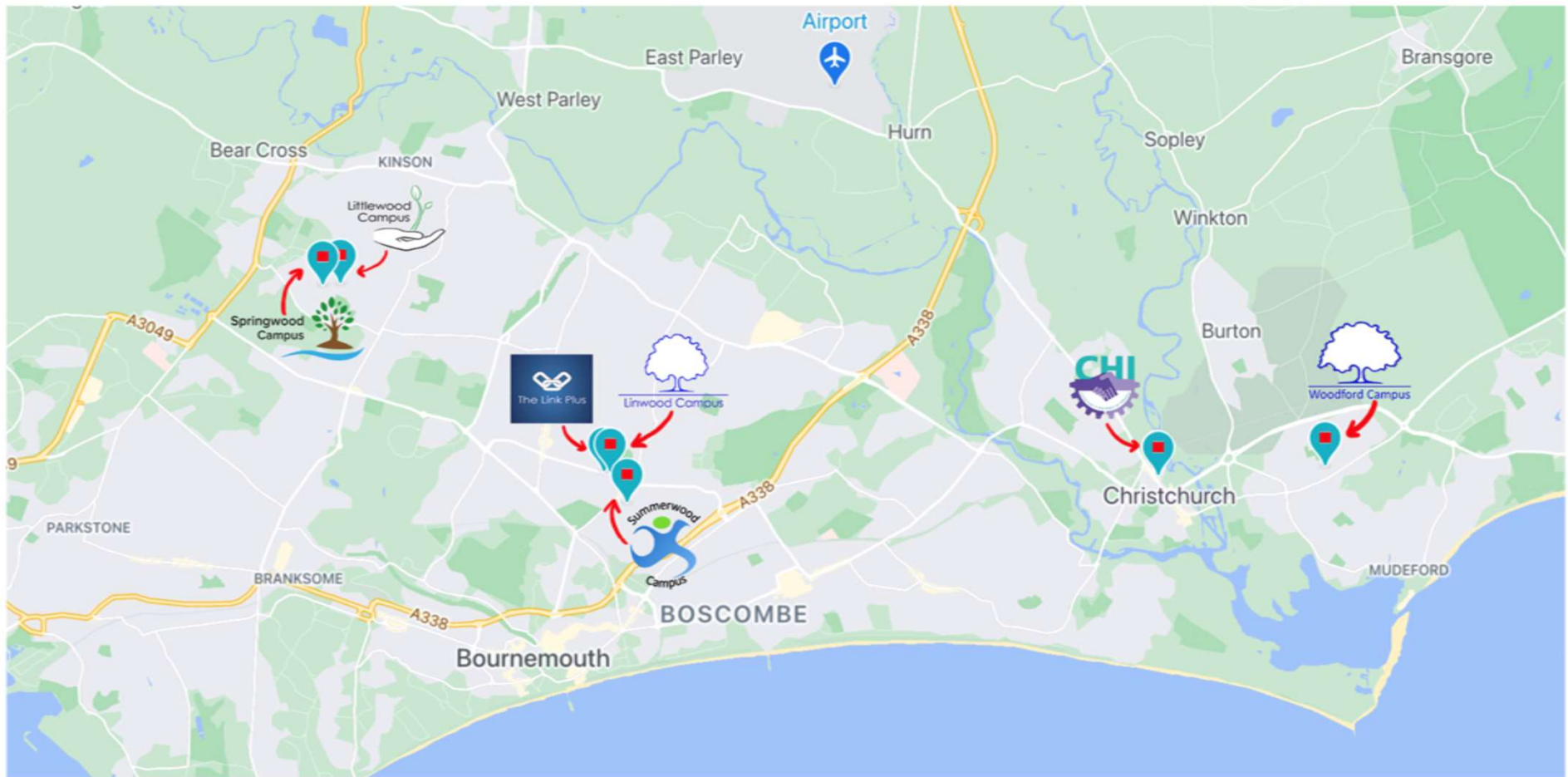
CHI (Classroom in the Heart of Industry)

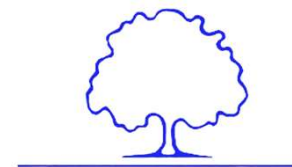
CHI is a unique programme for students aged 16-19 who have an EHCP, currently commissioned to support 24 students. It is a two or three year programme designed to develop employability skills alongside gaining recognised qualifications. The CHI project acts as a gateway to employment by providing practical training and experience to prepare students for working life.



Linwood Link Plus

Post 19 Link Plus Provision is currently commissioned to support 5 students with additional learning needs to transition into adulthood. The curriculum offers accredited programmes at Pre-Entry Level and Entry Level. All students will participate in highly personalised programmes that lead to greater independence in their everyday lives.





Why choose Linwood?

At Linwood we are passionate about improving outcomes for our children and young people and work very closely with families and external agencies to facilitate this.

We offer a safe and supportive environment, as well as a personalised, relevant, innovative and motivating curriculum to meet a range of individual learning needs.

We strongly believe that all children and young people should be respected and valued and given opportunities to reach their full potential. All learning is outcome led promoting achievement, resilience, well being, aspiration and meaningful future destinations.

We have a highly motivated, talented and dedicated team of teachers and support staff who have high aspirations for our children and young people and provide a caring and challenging environment ensuring that all children and young people enjoy both personal and academic success. We work in partnership with parents/carers, a range of agencies, schools and community groups collaborating with one another to enable every learner to achieve their potential.

Bournemouth

Bournemouth is the largest resort in Dorset and along with seven miles of sandy beaches also has beautiful parks and gardens. It's on the doorstep of the New Forest National Park, excellent railway and road connections to London and its own international airport.

We will offer you

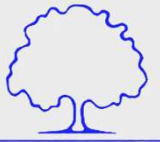
- A Governing Board with diverse professional expertise
- An experienced and enthusiastic staff team
- Support to relocate where appropriate
- Access to networks and School Improvement Partners
- Coaching and support for your personal development



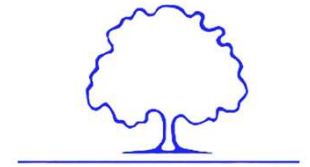


“Our son is truly happy at Linwood and is making brilliant progress academically, socially and emotionally, we cannot thank everyone at Linwood enough for their incredible work. Since joining the school, his life has truly been transformed - thank you!”

*Parent at Linwood Campus,
November 2019*



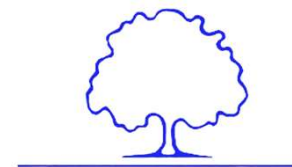
Linwood Teaching School



Linwood was designated as a Teaching School in 2014 and now leads a Teaching School Alliance of more than 25 schools in our local area. We recognise that teaching schools are changing and we remain committed to investing in this programme beyond the transition to Teaching School Hubs. The Teaching School Alliance works closely with its strategic partners who include The University of Winchester, Achievement for All, Bournemouth, Christchurch and Poole Local Authority and Ambitions Teaching School. Working with its partners, Linwood Teaching School plays a significant and growing role in providing support to other schools through the provision of:

- A range of continuing professional development opportunities
- Networking opportunities
- Initial Teacher Training opportunities
- School to school support opportunities
- Succession planning and talent management
- Designation and brokerage of specialist leadership and management support
- Outreach support for pupils with special educational needs in mainstream schools
- Support for school review and self-evaluation
- Engagement in research and development

“As a new and acting SENCO, having you both to lean on and ask questions, even silly ones, has been a godsend.”



Our whole school vision

- An outstanding, outward facing, self-improving centre of excellence.
- Leaders of teaching and learning.
- Progression and achievement for all.
- Preparation for adulthood and lifelong learning; skilled employment and independent or supported living.
- Support and empowerment for children, young people and their families to access wider services and therapies.
- All partners inclusive of Education, Health, Social Care and the Voluntary Sector work collaboratively within a culture of high expectations and a pro-active drive to narrow the gaps in outcomes, attainment and progress.

Our Curriculum Vision

We take into consideration the diverse learning needs of our children and young people. From their earliest days with us, we work collaboratively to uphold high aspirations and ensure that each individual has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life. We strive to ensure that the input to each child's and young person's learning is the very best it can be so that the progress made, whatever that is, is the very best that the child or young person could have made. We aspire to meet the continually evolving challenges in education, ensuring that our practice is based on current developments in research and sound pedagogy. In order to meet our vision we:

- Promote a happy, caring, respectful community in which all children and young people feel valued and successes are celebrated.
- Aim for all learning opportunities to be motivating, engaging and inclusive.
- Facilitate dynamic, challenging and personalised learning pathways that build on prior learning and prepare children and young people for their lifelong learning journey.
- Build the attributes of effective learners and emphasise the importance of developing metacognition to equip our children and young people with the skills they need to be life-long learners.
- Provide an environment and resources that encourage curiosity and responsiveness, and opportunities for active learning through investigation and exploration.
- Equip our children and young people to be independent, responsible, respectful, active citizens who have a place in their community.
- Collaborate with education, health, social care and the voluntary sector to work within a culture of high expectations and a pro-active drive to narrow the gaps in outcomes, attainment and progress.
- Refer to national models of expectation and progression, ensuring we deliver a broad and balanced curriculum.
- Promote values of inclusive education by ensuring that all learners have access to appropriate curriculum pathways to learning (Alma, Early Years, Semi Formal, Formal, P16).
- Embrace equality of opportunity and promote positive attitudes towards sexual, cultural, ethnic, religious and social diversity.
- Provide relevant, meaningful and purposeful learning opportunities, including through regular access to the local community.
- Deliver a strong commitment to developing skills of Literacy, Language, Number and ICT within a consistent Total Communication environment.
- Explore young people's ambitions, aspirations and goals with them, their families and carers; set young people on a learning pathway toward achieving their goals and review their goals with them.
- Promote aspiration by setting ambitious, challenging and achievable targets and learning objectives that enable learners to make progress.
- Promote strong links with learners' families and carers, communicating them regularly about our curriculum and their children's learning.
- Keep abreast of new research, understanding and developments in educational practice and keep our practice under review.

Our Values

Respect

Responsibility

Trust

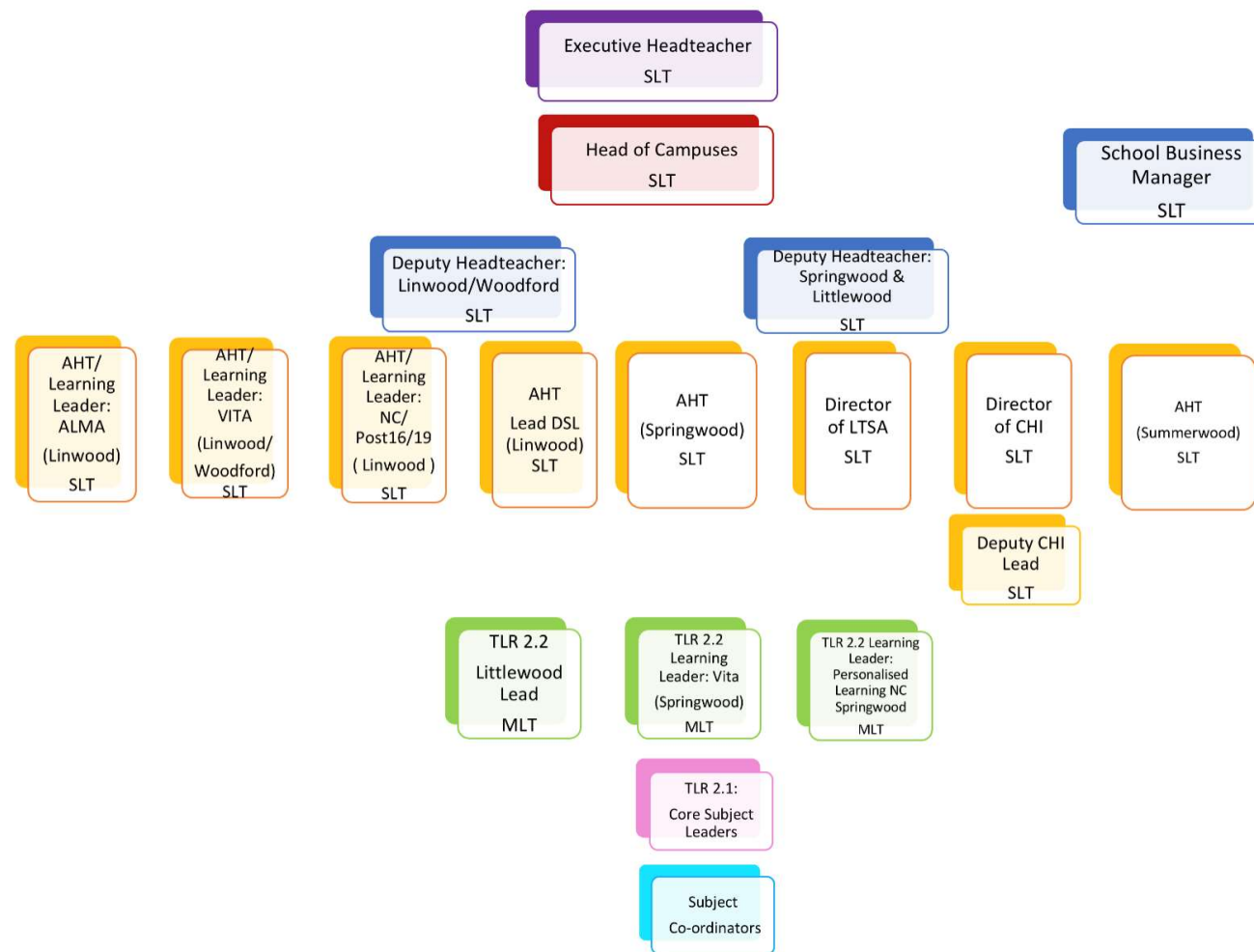
Excellence

Harmony

Positivity

Inclusivity

Support

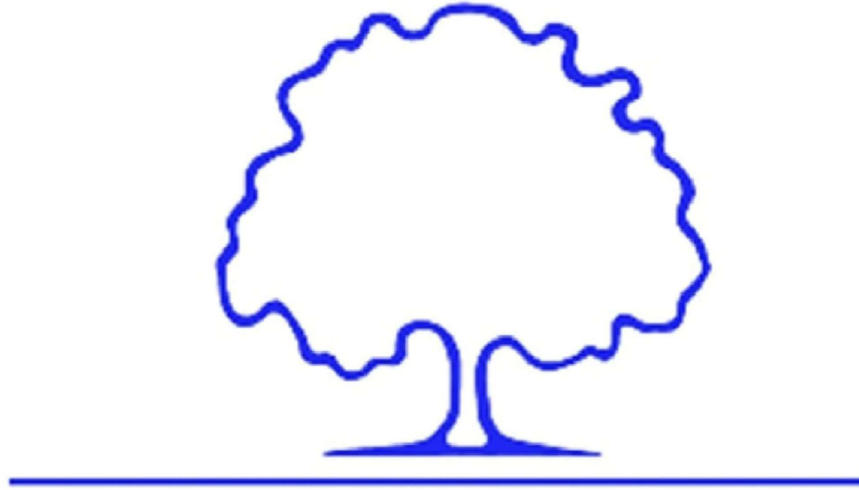


Linwood School Structure



“Strong mutual respect resonates throughout the school. Across the different sites, staff share a drive to ensure that pupils are equipped with the skills of independence they need to thrive.”
Ofsted, January 2018





Executive Head Teacher

Job description

In order to fulfil the requirements of this Job Description, the postholder will be expected to demonstrate the National Standards of Excellence for Executive Head Teachers and meet the expectations of the Nolan Principles of Public Life.

Overall Job Purpose

- Provide vision, sense of mission, professional leadership, management and direction, promoting a secure foundation from which to achieve continuous improvement and high standards in all areas of Linwood.
- Be wholly accountable for all Safeguarding and Health & Safety requirements.
- Maintain and enhance outstanding provision that maximises pupil progress, achievement and preparation for adulthood.
- Champion a culture that encourages initiative and accountability and strengthens the quality of leadership at all levels.
- Build and develop further effective working relationships with parents and carers to support and enhance their involvement in their child's learning.
- Establish high quality and be able to realise the potential of all children and employees through a culture of excellence, equality, inclusion and high expectations.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils you serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example with integrity, creativity, resilience, and clarity drawing on their own scholarship, expertise and skills, and that of those around them.
- 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 local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.



Pupil Welfare and Wellbeing - Safeguarding

- Ensure Linwood School is compliant with, and acts in accordance with, local and national policies and legislation affecting the conduct of staff and students, particularly that governing health and safety matters and employment rights.
- Be the designated lead on Safeguarding for Linwood School.
- Ensure that the school meets its statutory obligations for safeguarding and promoting the welfare of all children and young people.
- As Competent Health and Safety Officer for the school, ensure that the health and care needs of each pupil are assessed and met through effective systems and appropriately trained and qualified staff.
- Monitor the welfare of pupils, preparing regular reports to the Governing Board and ensure that appropriate communication and liaison exists with parents and carers, education, health and social care agencies and other professionals involved in pupils' welfare.
- Ensure that all staff and others working with pupils are properly appointed and monitored in accordance with policies and legal requirements and receive induction training and support to meet the welfare needs of pupils.

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' wellbeing.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between 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.

Learning, Teaching & Progression

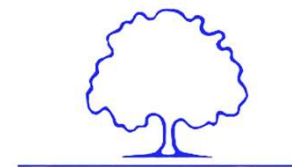
- Ensure a broad and balanced curriculum is provided which develops each child holistically and sets high expectations so that pupils achieve their maximum potential.
- Promote excellence in teaching, learning, ensuring a continuous and consistent focus on students' achievement, welfare and development (moral, spiritual, physical and social, as well as academic).
- Ensure that a high-quality educational experience is available for all children and young people who attend the school.
- Establish creative and collaborative responses to personalising learning.
- Drive innovation in education ensuring Linwood School is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and being enhanced at all key stages.
- Develop and implement strategies to ensure continuity of learning at all points of transition, to ensure effective preparation for adulthood for all learners.
- Lead and challenge a team of practitioners to ensure that excellent teaching and learning is provided.
- Utilise and further develop current strategic partnerships and also establish and develop new ones.
- Design a curriculum that is informed by current knowledge and best practice to develop the potential of all students and equip them for the demands of 21st Century.

Working with Parents, Carers and the Local Community

- Develop positive relationships with parents, the community, other schools and agencies which support the school.
- Act as the principal conduit of the relationship between Linwood School and parents and carers of pupils, as well as prospective parents and pupils, particularly at times of transition and other times of challenge.
- Work collaboratively with the appropriate professionals in the case of Looked After Children.
- Review the effectiveness of all forms of communication with parents and carers, including print and web based media to ensure its fitness for purpose.

Developing Partnerships, Collaborative Working and External Relationships

- Be the lead ambassador and spokesperson for Linwood School to pro-actively promote the school's work at all internal and external events.
- Ensure that stakeholders are kept well informed and are supportive of the school's plans and activities.
- Develop partnerships with commissioners, local schools, businesses, the community and partners to support pupil's success and transition as part of the community, ensuring Linwood is part of the Local Offer and supports and develops the school's work.



Strategic Direction, Leadership and Governance

The Executive Head Teacher will work with the governors and other stakeholders to further develop a shared strategic vision and plan which inspires and motivates pupils, staff and all other members of the school community and leads to raised standards of achievement:

- Translate the vision into agreed objectives and operational plans for the school and develop appropriate mechanisms for regular monitoring, challenge and review.
- Provide strong and effective leadership, vision and strategic direction to Linwood School to achieve the highest levels of performance and ensure a culture of continuous improvement. This includes leading the formation of the School Development and Improvement Plan.
- Ensure that appropriate performance management and wider administrative and governance arrangements are in place to ensure the effective implementation of Linwood's strategic plans.
- Work with the Chair of Governors and the Governing Board to manage all resources within allocated budgets, actively seeking opportunities for cost improvements and ensuring that 'value for money' is at the core of all financial activities.

Financial Management

- Develop, implement and report on the school budget, working collaboratively with the School Business Manager.
- Work with the Local Authority to support their sufficiency strategy where this is in line with the strategic and financial aims of Linwood School. Secure commissioned numbers and appropriate funding for Linwood School alongside the School Business Manager.
- Ensure the school is run efficiently and effectively, that Financial Regulations are upheld and goods and services are purchased in line with its policies.

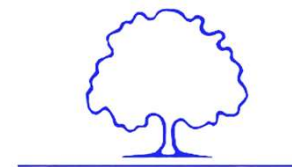
Systems and Process

- 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 exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the Governing Board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Executive Head Teacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum led financial planning to ensure the equitable deployment of budgets and resources, 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.



Managing and Leading the Organisation – Staff Leadership and Management

- Provide effective organisation and management for the school and to lead and seek ways of improving organisational structures and functions.
- Ensure that the school, the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment, managing available resources and ensuring value for money through effective performance management.
- Lead, motivate, support, challenge and develop staff and foster a culture of continuous self-improvement for all so as to secure improvement by:
- Ensuring the successful delivery of the mission, ethos, aims and objectives of the school.
- Setting high standards and expectations for personal, student and staff behaviours and actions.
- Developing and maintaining respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the organisation.
- Reviewing, amending and implementing a performance management framework for all staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- Modelling and encouraging self- review and reflection in the pursuit of learning excellence, setting personal and professional targets and taking responsibility for self-development.



The Self-Improving School System

- Create outward facing schools which work with other schools and organisations 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 self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school 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 in young people's lives and to promote the value of education.



**“My son’s life has
changed since being
at the school I
couldn’t think of a
better place
for him to be.”**

*Parent at Springwood
Campus, November
2019*





Executive Head Teacher

Person Specification

QUALIFICATIONS

| | Essential | Desirable |
|---|-----------|-----------|
| Recent evidence of CPD in leadership or equivalent. | E | |
| Masters level qualification or equivalent. | | D |
| Evidence of CPD relevant to SEND and complex needs. | E | |

EXPERIENCE

| | Essential | Desirable |
|---|-----------|-----------|
| Significant teaching experience within a SEND school. | E | |
| Strong record of educational leadership; raising standards, achieving outstanding results and having personal impact in school development. | E | |
| Experience of Head Teacher or equivalent role. | | D |
| Experience of developing and delivering successful school/academy improvement programmes. | E | |
| Track record of achieving high levels of professional credibility with school/academy leaders and other leaders in education including those with a regional profile. | | D |
| Experience of working with a Governing Board or equivalent to shape and implement the school's long-term strategy and enable it to achieve its objectives. | | D |

| | | |
|--|---|---|
| Develop a strong, cohesive and pro-active senior leaders ensuring that roles, responsibilities and expectations are clear and the highest standards of performance are expected and delivered. | E | |
| Significant experience of influencing with local partners and advocating with local authorities, employers and other organisations regionally. | | D |
| Experience of designing, tracking, monitoring, evaluating, and reporting on systems capable of bringing about outstanding outcomes. | E | |
| Experience of running a diverse organisation managing budgets, people and resources effectively. | | D |
| Experience of change management. | | D |
| Evidence of effective people management processes. | E | |
| Experience of leading on safeguarding. | | D |
| Experience of public speaking and presentations at local level. | | D |

SKILLS, ABILITY AND KNOWLEDGE

| | Essential | Desirable |
|---|-----------|-----------|
| Highly skilled at evaluating a school/academy and understanding what is required to generate improvement. | E | |
| Aptitude for coaching, mentoring, challenging and supporting senior staff/leaders. | | D |
| Ability to be highly organised, prioritise work efficiently and accurately within the required timeframes. | E | |
| Forge collaborative working partnerships with all stakeholders. | | D |
| Support a culture of outstanding performance and improvements in standards in teaching, learning and behaviour. | E | |

| | | |
|--|---|---|
| Ability to motivate and empower others to build leadership capability within the school. | E | |
| High level of verbal and written communication skills, including excellent report writing skills. | E | |
| Ability to interpret complex data and adapt and present it in a range of formats for different stakeholder groups. | E | |
| Excellent interpersonal skills and emotional intelligence with the ability to build strong working relationships with the Governing Board, senior leaders and staff at all levels. | | D |
| Ability to demonstrate excellent IT skills. | | D |
| Knowledge and understanding of people, governance and budget management and financial systems. | E | |
| Ability to oversee development of curriculum and assessment in a SEND setting. | | D |

PERSONAL QUALITIES

| | Essential | Desirable |
|---|-----------|-----------|
| Highest levels of integrity and probity and a commitment to achieving high standards and outcomes for all pupils. | E | |
| To act as an ambassador for the school community. | | D |
| A passion and commitment to achieving the best outcomes and life chances for all children and young people with SEND. | E | |
| Be flexible, responsive and resilient. | | D |
| A positive mindset with the ability to lead and inspire others. | | D |
| Demonstrate reflective practice. | | D |



Thank you for your interest

Call Wendy Perry on 01202 525107

or

email wendyperry@linwood.bournemouth.sch.uk