



HEADTEACHER RECRUITMENT

INFORMATION FOR CANDIDATES

Step by Step is a successful, not for profit independent special school for children on the autism spectrum. We are located near East Grinstead in the beautiful Sussex countryside. The June 2015 Ofsted inspection graded the school as Outstanding in three categories and Good in two categories. The pupil population combines students with complex needs and those who are on the moderate to severe end of the autism spectrum.

The School provides a personalised curriculum based on the National Curriculum through the medium of Applied Behaviour Analysis for pupils aged 4 to 19. The school has approval for up to 30 pupils and is growing at a steady pace. There are plans to expand both pupil numbers and premises in the near future.

The Post

The Headteacher will work with the Governing Body and others to create a shared vision and strategic plan which will inspire and motivate pupils, staff and all other members of the school community.

The Headteacher will be responsible for the day to day leadership of teaching and learning using the principles of ABA and drawing on other therapies which support learning and the development of life skills.

S/he will also oversee the effective and efficient management of the financial activities of the School including annual budget preparation and monthly monitoring, setting of fees and annual fees increases negotiations, approval of all expenses including salaries, education resources and premises projects.

The Person

Like all of the School's staff, the successful candidate will be passionate about improving the life chances of children and young people with autism and their families. S/he will be an excellent team leader, team builder and team member and have first class interpersonal and communication skills.

Experience as a successful teacher and senior leader within a specialist setting, ideally including secondary and post 16 provision, is essential. S/he will demonstrate a detailed understanding of the National Curriculum and the assessment of pupil progress. S/he must be committed to the use of Applied Behaviour Analysis in delivering a personalised curriculum to pupils with autism although expertise in the methodology is not an essential requirement.

Remuneration

Step by Step is a Group 2 school and is looking to appoint a candidate on the L8-L21 E&W ex London Leadership pay scale (a higher salary could be available for an exceptional candidate). The School is a member of the Teachers' Pension Scheme.

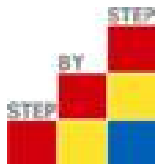
How to apply

To apply for this position, please complete the Application Form with a covering letter and submit to Stuart King, Chair of Governors, at sking@stepbystepschool.org.uk. Please ensure that your supporting statement fully addresses the appointment criteria in the person specification. You should give the names, positions, organisations and telephone contact numbers of two referees, one of whom should ideally be your current/most recent employer. References will only be taken once your express permission has been granted.

We would be grateful if you could let us know if you will require any special provision as a result of any disability should you be called for interview.

Finally, please ensure that you have included mobile, work and home telephone numbers, as well as any dates when you will not be available or might have difficulty with the timetable which is as follows.

The closing date for applications is 6 October with interviews scheduled for 18 and 19 October. We look forward to hearing from you.



JOB DESCRIPTION – HEADTEACHER

Job Title:	Headteacher of Step by Step School
Remuneration:	L8-L21 E&W ex. London
Start date:	September 2018
Pension Arrangements:	Membership of the Teachers' Pension Scheme
Holiday Entitlement:	The school year for pupils is approximately 40 weeks. The Headteacher's holiday entitlement will be taken outside the six school half terms as approved by the Trustees and Governing Body. Some working time within school holiday periods is required.
Locations:	Grinstead Lane, Sharpthorne, East Sussex RH19 4HP
Reporting To:	The Governors of Step by Step School

Job Context

Step by Step is a successful, not for profit independent special school for children on the autism spectrum. It is located near East Grinstead in East Sussex and was set up as a parent led school 14 years ago. Step by Step provides a personalised curriculum based on the National Curriculum through the medium of Advanced Behaviour Analysis for pupils aged 4 to 19. Currently there are 28 pupils on roll and there are plans in the near future to grow both the pupil numbers and the premises. Currently, the School is approved to take up to 30 pupils.

Core Purpose of the Job

The Headteacher is accountable to the governing body for the effective and efficient running of the School. S/he provides information, objective advice and support to the governing body to ensure it is able to meet its responsibilities for securing effective teaching and learning as well as for achieving value for money.

Reporting directly to the Board of Governors, s/he works with them to provide the highest standards of professional leadership, vision and strategic direction for the School in order to maintain its success and build its future growth. S/he will lead and support a team which will ensure the highest possible quality of education for all the School's pupils, enabling them to reach their maximum potentials in all areas of learning and relevant life skills.

Leadership of Step by Step School

Provide strong day-to-day leadership for all School staff of ABA professionals, teachers, support staff and allied health professionals, underpinning a positive, open and supportive performance- based culture which identifies, promotes, encourages and rewards the highest standards of educational practice.

Be responsible for the operational management of Step by Step including human resources, finance,

facilities, security, health and safety, IT, compliance and business strategy and development.

Draw up the School Development Plan for approval by Governors and implement the objectives within the resources available; monitor and report the operational performance of the School and its staff to the Governing Body.

Lead the process of School self-evaluation with particular reference to the current inspection framework and act upon the results of such evaluation.

Ensure that the School has all the necessary policies and procedures as required by the regulators and that these are implemented and regularly reviewed.

Pupil Progress and Welfare

Ensure that Step by Step School meets its statutory obligations for safeguarding and promoting the welfare of all children and young people and cooperate and work with relevant agencies to safeguard and protect children and promote their welfare.

Act as the lead professional in the School for all safeguarding and child protection practice and training.

Ensure that the individual needs, experiences, interests and abilities of each pupil are met and provide the best environment to ensure that each pupil is learning according to a personalised planned curriculum based on best practice in ABA and developed in accordance with national standards and assessed needs and capabilities.

Ensure that each pupil is appropriately assessed at each stage of development and that progress is constantly monitored, recorded and evaluated. Ensure that learning and achievement is systematically recorded and is used to plan individual objectives and contribute to the objectives of Step by Step School as a whole.

Establish an environment of good order and behaviour at Step by Step School to allow every pupil to maximise the opportunity to develop to his or her full potential.

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 Body and ensure that appropriate communication and liaison exists with parents and families, education, health and social care organisations and other professionals involved in pupils' welfare.

Ensure that all staff are recruited according to Step by Step's policies, conforming to legal vetting and barring procedures and receive induction training and support to meet the needs of all pupils.

Ensure that all pupil records and information are stored according to DfE regulations.

Staff Leadership and Management

Create a climate of support and trust within the School in which everyone feels heard and valued.

Ensure that staff resources and all other School resources are effectively and efficiently managed to benefit pupils and that Step by Step School attracts and retains high quality staff from trainees to specialists.

Ensure the recruitment, appointment and training of new staff is effective and timely according to the policies of Step by Step and according to Safer Recruitment principles.

Ensure that the management of staff performance is carried out and reported according to the Governors' policy.

Monitor staffing indicators and specific staff needs, respond to trends and changes in staff performance and ensure that staff welfare remains paramount for Step by Step School.

ABA Training and professional development

Liaise with the senior ABA staff and advisers to ensure that the induction and other training results in a well-trained expert school staff group.

Attend recognised ABA and autism related forums and together with professional colleagues support and promote the development of ABA as effective and evidence based practice in autism education.

Resource Management

Monitor and manage the resources approved by Governors for the effective operation of the School and maximum benefit of pupils.

Prepare budgets and make submissions for new funded projects.

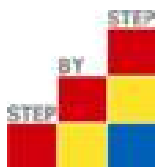
Ensure the efficient use of financial resources, spending these against priorities agreed by Trustees and the Governing Body.

Parents and the wider community

Ensure that parents are well-informed about the curriculum, pupil attainment and progress.

Maintain and further develop effective communication with parents and carers to ensure they have an understanding of the aims, policies and procedures of the School.

Maintain professional communication working collaboratively with Local Authorities, Health authorities, the DfE, Ofsted and any other agencies responsible for pupils' and their families' needs.



PERSON SPECIFICATION - HEADTEACHER

Essential (E) Desirable (D)

Identified by: Interview (I) Application (A) Reference (R)

Qualifications	Qualified Teacher Status.	E	A
	Additional qualifications within a relevant field of study.	D	A
	National Professional Qualification for Headship or equivalent	D	A/R

Experience	A track record of successful teaching experience.	E	A/R/I
	Successful experience of working in a senior leadership team in specialist provision.	E	A/R/I
	Experience of working with children with special needs within a mainstream or specialist setting.	E	A/I
	Experience of working in an all through provision and/or a secondary and post 16 setting.	D	A/I
	Experience of managing and monitoring a budget.	E	A/I
	Experience of monitoring and evaluating classroom practice and teaching and learning.	E	A/I/R
	Experience of Ofsted inspection and school self-evaluation processes.	E	A/I
	Experience of working with children with autism.	E	A/I

	Experience of using ABA	D	A/I
	Experience of managing and delivering a highly personalized and differentiated curriculum.	D	A/I
	Experience of working with a range of associated professionals and external agencies.	D	A/I
	Experience of writing, evaluating and implementing whole school policies.	D	A/I/R

Knowledge and skills	An understanding of child protection and safeguarding issues and legislation and of the relevant school policies and procedures.	E	A/I
	A knowledge of the National Curriculum and relevant external accreditation and their application to children with autism.	E	A/I
	A knowledge of current educational legislation, policy and guidance.	E	A/I
	A knowledge and understanding of measures to assess pupil progress including baseline assessment, P levels, Individual Education Plans and other assessment programmes for children with special educational needs.	E	A/I
	A knowledge and understanding of how ICT may support children's learning and to be ICT literate.	D	A/I
	Interpersonal and communication skills to enable successful team working and the development of teaching, support staff and other professionals.	E	R/I
	An understanding of and commitment to the value of inclusive practice for the development of children with learning difficulties within and beyond the classroom.	E	A/I
	An understanding of the voluntary, independent or non-maintained sectors.	D	A/I

Abilities	To build and lead multi-professional teams and to be an effective team member and co-worker.	E	A/I/R
	Evidence of ability to gain and maintain the confidence and respect of colleagues, parents, trustees, governors and external partners.	E	R/I

	To communicate with a range of audiences verbally and in writing.	E	I/A/R
	To work effectively under pressure, plan, prioritize and meet deadlines.	E	A/I/R
	To understand personal strengths and areas for development in self and others and how this knowledge may impact on practice.	E	I
	The ability to represent, market and be an advocate for the school to external stakeholders.	E	A/I

Equal opportunities	A proven commitment to the principles and the practice of the promotion of equality of access and opportunity for all children and adults irrespective of ability, race, gender, gender orientation, religion or class and to the removal of barriers to achieving equal access and to maximising potential.	E	A/I
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