

Kisharon Wohl Campus



Welcome to Kisharon Noé School!

I am Emma Castleton, Chair of Trustees of the School and I am delighted that you've taken the time to find out more about our community and our school. Kisharon Noé School is the UK's first Special Jewish-Faith Free School and we are looking for a brilliant and inspiring Head teacher to steer us to the next level in our evolution.

Kisharon School was founded in 1957 as a school for those with learning disabilities in the Jewish Community by an inspirational leader, Chava Lehman. Kisharon means talent in Hebrew, and it is the belief that we can find the talent in every student that has driven the Kisharon ethos ever since. Even before it was popular, Kisharon School has believed in and delivered a "person centred" education to our students. Until 2018 it was fully part of the Kisharon Charity which provides services to the Jewish learning disabled community from nursery, to school, to college, supported living and adult services including employment and vocational training.

The school has been on a rapid journey of growth over the last few years. In 2018 we were granted Free School status by the Department for Education. Thanks to the generosity of the trustees and donors of Kisharon, we began our project to build a new state-of-the-art campus in Parson Street, Hendon, NW4 with the best facilities and IT solutions for our special students.

In September 2020 our vision became reality. With a hydrotherapy pool, sensory rooms, rebound therapy and disability friendly indoor and outdoor play areas. We are very proud of our team of staff therapists who help the teaching staff to make the very best of these specialist areas.

The successful applicant will have NPQH accreditation. Within the application we will be looking for applicants with SEN experience and the ability to demonstrate previous school leadership. Deputy headteachers will be considered.

Kisharon Noé School is a special school for students aged 4 to 19 all of whom have various significant learning disabilities including ASD, complex needs and physical disabilities. All our students have EHCPs. Since our move, the school has grown from its original capacity of 35 students to a roll of 48 students with an anticipated significant further growth in roll numbers for September 2021. Our full capacity is 72 students which should be reached within our planned 3 year time frame.

We are looking for a headteacher who can make the most of this beautiful campus and shape Kisharon Noé School into the beacon of the community we have all dreamed of. We are looking forward to meeting you soon!

Sincerely,

Emma Castleton
Chair of Trustees, Kisharon Noé School

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kisharonschool.org.uk



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**RECRUITING OUR
HEADTEACHER**

The Headteacher will:

- Provide vision, leadership and direction.
- Ensure that the school is well managed and organised by working with all partners and stakeholders to develop outstanding provision, which will transform the educational and future life opportunities of all pupils.
- Deliver effective leadership for pupil safeguarding and ensure effective systems are in place to keep all pupils safe.
- Maintain an environment where pupils continue to relish the prospect of coming into school and attendance rates are as high as possible.
- Be the lead professional and positive role model within the community.
- Evaluate school performance and identify priorities for improvement through regular and ongoing review of the school's Self-Evaluation Form and School Improvement Plan.
- Champion the quality of teaching and pupils' achievements.
- Promote excellence, equality and high expectations.
- Exercise strategic financial planning to ensure equitable and judicious deployment of budgets and resources.
- Work effectively with the school's trustees.
- Secure the commitment and engagement of parents, carers and the school's wider community in supporting the school's culture, aims and development.
- Influence and shape the teaching profession.
- Manage and grow the School's middle management staff
- Ensure the curriculum is constantly evolving to best meet the pupils' needs
- Ensure assessment is in place to best evidence the progress of all pupils
- Manage an IT strategy which ensures the high tech building we have is best used to ensure progress and engagement for all pupils
- Work to grow the school's roll from 45 to its full capacity of 72 pupils.
Work with LAs and the local community to ensure it is well placed for families
- Ensure all policies, risk assessments in all areas are up to date and compliant.
- Uphold and grow the School's Jewish ethos, making it welcoming for pupils of all faiths and none.
- The Headteacher will carry out their professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and the School Government Regulations.
- **The Headteacher will be expected at all times to meet the Department for Education's National Standards of Excellence for Headteachers (2015)**

Visionary Leadership

- Work with the trustees and others to create a shared vision and strategic plan for the school, one which inspires and motivates pupils, staff and all other members of the school community and develops the ethos of the school in line with its core aims and values.
- Develop positive relationships and attitudes towards pupils, parents, trustees and the local and wider community.
- Lead by example - with integrity, creativity, resilience and clarity, drawing on personal and others' expertise and skills.
- Sustain wide, current knowledge and understanding of special needs education, locally, nationally and globally, and pursue continuous professional development.
- Vigorously promote the school's vision, empowering all pupils and staff to excel.
- Seek out opportunities for the school to share good practice and expertise, learning from others within and beyond its boundaries.



Pupils and Staff

- Ensure that the school environment offers inclusive opportunities to all pupils whatever their need using all available suitable technologies and other means.
- Ensure that new pupils and their parent/carers are looked after and feel a part of the school, and continually work with all parents/carers both in and out of school to promote a whole family ethos.
- Ensure that when a pupil makes a transition to a new environment (in school or on leaving) it is carried out to the benefit of the pupil, with a focus on continuity and development in a timely and caring manner.
- Have a central responsibility for raising the quality of teaching and learning and for improving pupil achievement within the school.
- Promoting a successful learning culture which impacts on the achievement of all pupils and demonstrates high expectations for all.
- Ensure there is a programme for the development of staff to enable them to acquire the necessary skills and knowledge which will promote equality, respect diversity and challenge stereotypes in order to promote the rights of children and young people.
- Work with the trustees to ensure the employment and retention of staff of the highest quality.
- Create an ethos where staff are motivated and supported to develop their own skills and subject knowledge, and encouraged 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.
- Determine and implement a stimulating and effective curriculum which engages and motivates pupils with a wide range of complex needs and is capable of measuring achievement using data analysis within an effective assessment framework.



Systems and Processes

- Be responsible for providing effective organisation and management of the school and seeking ways to improve outcomes and performance based on rigorous self-evaluation. This includes ensuring a safe learning environment, which sets the safety of pupils and the whole school community at the heart of the school's working practices.
- Establish rigorous, fair and transparent systems for managing the performance of staff, addressing under-performance, supporting staff to improve and valuing excellent practice
- Welcome strong governance, actively supporting the trustee body to understand its role and to function effectively, in particular in setting school strategy and holding the Headteacher to account for pupil, staff and financial performance.
- 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.



A Self-Improving School System

- Create an outward facing school which works with other schools, parents, carers and organisations, in a climate of mutual challenge, to champion best practice, embracing the opportunity to influence the system and raise education standards, improving the life chances of all children and young people.
- Develop and promote an Outreach Service.
- Develop effective relationships with fellow professionals and colleagues in other public services, to improve the academic and social outcomes for all pupils.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.



Premises

- Deploy resources effectively to ensure that the school is a safe working environment and remains a stimulating place for learning.
- Ensure that all Health and Safety legislation is followed and appropriate records kept for inspection by relevant bodies.
- Ensure the estate is secure so that pupils and staff are safe at all times
- Ensure buildings are kept in good condition.



Person Specification

Qualifications & Experience	Essential	Desirable	Application Form	Interview	Reference
Qualified Teacher Status					
NPQH or School Leadership Qualification					
The Headteacher will be the Designated Safeguarding Lead and as such will be expected to show evidence of excellence in this crucial area					
Evidence of updating professional skills including leadership					
Substantial experience in a SEN environment					
Commitment to develop professional skills further					
Experience of successful leadership and management at a senior level in a special school					
Experience of managing pupil/student transitions to new settings in and beyond the school					
Substantial experience of budget planning and control					
Knowledge and understanding of pupils with a wide range of complex learning needs and profound disabilities					
Experience of tailoring curriculum design to meet the needs of individual pupils					
Experience of successful school development planning, and a strong track record of implementing and managing the delivery of sustained improvement					
Experience of implementing cutting-edge IT programmes in schools					

Personal Qualities

Qualifications & Experience	Essential	Desirable	Application Form	Interview	Reference
Ability to motivate, enthuse and support staff and pupils in a warm and inclusive manner					
Ability to be stable and supportive, possessing stamina, energy, drive, confidence and resilience					
Ability to identify and deal with priority issues and be adaptable and responsive to circumstances					
Ability to exercise consistency of judgement and act with integrity					
Ability to communicate clearly with a range of audiences: pupils, staff, parents, carers, governors, the LA and the wider community					
Ability to work as part of a team and to delegate effectively					
Awareness of the importance of personal and staff well-being					
Ability to model the best teaching practices for all staff					
Excellent communication skills and ability to work effectively with all stake holders – Staff, charity, trustees, parents and pupils					

Knowledge and Understanding

Qualifications & Experience	Essential	Desirable	Application Form	Interview	Reference
Detailed knowledge of current legislation and guidance on SEND, safeguarding and child protection					
Knowledge of human resources, school finance and health and safety					
Knowledge and understanding of current developments in the SEND curriculum, assessment and practice					

Other Requirements

Qualifications & Experience	Essential	Desirable	Application Form	Interview	Reference
Commitment to equality and diversity					
Willingness to take a full and active part in the social aspects of the school and of Kisharon charity, and to engage with the school's wider community					

About Kisharon Noé School

Kisharon Noé School is a special free school with a Jewish ethos for students aged 4 – 19.

Our vision is that every child and young person with any learning disability reaches their full potential, maximises their independence and leads a fulfilling life in the community that they want to.

OUR MISSION STATEMENT IS THAT WE:

- We foster a strong and inclusive Jewish ethos that guides teaching and learning throughout the school, and welcomes students from all backgrounds
- We provide a safe, supportive and stimulating learning environment
- We nurture the innate gifts and talents – the “kisharon” – of each of our students
- We create personalised and cross-curricular learning journeys for our students
- We offer a range of therapies to enhance our students’ learning
- We teach skills to build our students’ confidence, equip them for life beyond school, connect them with high quality adult services, and prepare them for taking an active part in the community

Our school caters for pupils a wide range of educational needs, from moderate learning difficulties and autistic spectrum disorders to more severe and profound learning difficulties, as well as physical disabilities. We currently have 48 students, with capacity for 72 which we will reach over the next three years.

Working collaboratively with families to ensure an individualised and consistent support system for each pupil, we are proud to be considered a school with a heart. Our caring approach is based on personalised teaching strategies in line with every pupil’s abilities, interests and needs.

Our school is based in Hendon, London on a brand new £13.5 million campus. The campus incorporates state-of-the-art facilities within a Grade II listed building setting. All classrooms come with height adjustable desks, interactive screens, break out areas and specialist lighting. A variety of outdoor spaces meet the needs of pupils with different abilities. School facilities also include a hydrotherapy pool; a sensory stimulation room; a dedicated area for rebound therapy; a food technology lab; and a music therapy room.

How to Apply

- Closing date for applications: **19th February 2021**
- Complete application form
- Include covering letter detailing your skills and suitability for this role
- Salary range: **L21-L35 (outer London)**
- Interviews: **Week commencing 8th March 2021**

Completed applications should be submitted to:
headship@epm.co.uk

For additional information about Kisharon Noé School please contact:
neha.mehta@kisharon.org.uk

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A LOFTUS FAMILY LEARNING CENTRE

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