



GROVE PARK SCHOOL

Achieving Together

Headteacher Candidate Pack

Location: Crowborough, East Sussex

Start date: January 2025 (or sooner)

Salary: L25-L31*



Welcome from the Chair of our Interim Executive Board



Dear Candidate

The Interim Executive Board (IEB) of Grove Park School are looking to appoint a new Headteacher to lead our school through the next exciting stage of its development.

We are looking for an enthusiastic and highly motivated senior leader, relentless in their pursuit of excellence to build on the good work that has recently been started by the school's interim leaders.

Grove Park School is a special school for pupils aged 4 to 19 with a range of needs from moderate to profound learning difficulties. The school is set across three sites, all within easy access or one another. The school has good facilities for both indoor and outdoor learning and all settings are adapted to meet the needs of all pupils. There is funding in place to relocate the secondary site to the same location as the primary site, this is planned to be completed by September 2026.

The new Headteacher will lead a school and staff team shaping very best practice and achieving the best possible outcomes for all pupils across the primary, secondary and sixth form phases and committing to the vision for each pupil to access lifelong opportunities and expand their world of learning.

As a visible, pupil focused and strategic leader, the successful candidate will engage with each member of our school and wider community working innovatively and collaboratively and ensure a robust curriculum is in place to enable all pupils to achieve learning goals and fulfil their potential.

If you are an exceptional and ambitious senior leader with the interests of pupils at the heart of all you do, we would welcome your application.

We encourage interest and applications from experienced Headteachers and Deputy Headteachers ready to progress from either a mainstream (primary or secondary) or special education background. This really is a fantastic opportunity to take on an exciting and rewarding role.

Conversations and school visits are very much welcomed.

To arrange your conversation and visit please contact our **Recruitment Partner, Charlotte Cuthbert** at **Cuthbert Colvill** on charlotte@cuthbertcolvill.co.uk

We look forward to hearing from you.

Yours sincerely

Simon Chandler
Chair of the IEB



About our School

Grove Park Community Special School is a Group 5 Local Authority Maintained school located near the Ashdown Forest in Crowborough, East Sussex. Our pupils are aged 4 to 19 and all have complex needs, including profound, severe and moderate learning difficulties.

The current roll is 152 and rising, and all pupils have an Education, Health and Care Plan.

The school is located on three separate sites with the secondary and 6th form being located on the campus of the local secondary academy. The primary phase stands alone on the edge of the A26. We have a wide catchment area, covering the north and western area of East Sussex, including Newhaven, Lewes and up to the West Sussex and Kent borders.

The primary phase is single storey with a multi-purpose hall and which is accessed and used by all class groups on the site. Every classroom has an interactive whiteboard and overhead hoist. All rooms and facilities are accessible by pupils in wheelchairs and there are toilets and changing areas adapted for those with a physical disability.

In the extensive wooded grounds, which is ripe for development, there are a range of facilities that are used to support pupils' learning. A Forest School is being developed to make greater use of this outdoor space. A garden with two poly tunnels will be remodelled as part of the new building project.

The co-located Secondary Phase on the ground floor at Beacon College Academy provides excellent wheelchair accessible facilities for the students with interactive whiteboards in all the classrooms, as well as a sensory and therapy room. The Grove Park students have their own entrance to the building where the school transport drops off and picks up from each day.

The 6th form is co-located on a separate third site, also within the Beacon Academy 6th Form in a single level upper level area with four classrooms, a food technology room, a common room and drama/sensory studio. The 6th form is reached by stairs or lift and is accessible for wheelchair users.

Grove Park has its own hydrotherapy pool located on the secondary site and available for those pupils who require it. Additionally, students are able to participate in swimming sessions at the local leisure centre.

The world is an exciting adventure for all children, whatever their abilities, and children learn best when they are motivated to explore, find out for themselves or are having fun. Also, a learnt skill is most thoroughly remembered when it is learnt in a meaningful context and where the skill allows the child to do something useful or pleasurable for him or herself.

Because our children often struggle to learn 'incidentally' much of their learning also needs to be structured and 'scaffolded', and we need to discover what particularly motivates and engages each child to help us present tasks in the most helpful way.

The curriculum responds to the needs of the individual pupil whilst ensuring access for all to a broad and balance range of educational activities and experience. The whole curriculum is currently being reviewed to ensure that it meets the current needs of our pupils as we prepare them for life as an adult. Practically, there is an emphasis on communication and PSHE, as well as traditional subjects on the school timetable.

Grove Park promotes a 'Total Communication Environment' where an emphasis is placed on employing a range of strategies and interventions to develop communication and understanding amongst all our pupils. School staff have experience of supporting pupil's development in a range of communication techniques and education approaches such as PECS, Makaton, low and high tech AAC, TEACHH.

Many of our staff have specialist skills in supporting pupils across the school's three phases. We use a range of strategies to support pupils learning: PECS, TEACCH and visual system and are happy to support families for whom this is an area they would like further support.

Therapy provision determined by the outline of provision with a pupil's EHC Plan, is provided by the East Sussex Children's Integrated Therapies Service. All Therapists work collaboratively with the staff at Grove Park to ensure that the holistic needs of the pupils are met and enable them to fully access the curriculum and to determine how the pupils' needs can be met in order for the pupils to achieve their best outcomes.

Safeguarding children at Grove Park is everyone's responsibility and everyone who comes into contact with children and families has a role to play.

Our Families

The school's relationship with parents and carers is developing and our Headteacher will always recognise their paramount voice when making decisions around the needs of their child.

The school understands how important it is to maintain good communications at all times with our pupils and students' parents and carers.

The families of our young people together with our school staff are the key guides and motivators in the development of each child. Joined up thinking and consensus between the school and our families is essential in identifying, managing and developing the aims, needs and priorities of our students. Many families move into the area for our school, a level of determination and trust we do not take for granted.

Working with others

The school currently works with a wide range of local partnerships including local mainstream school alliances, SEN Strategic Governance Group, Early Years Hub and Autism Peer Review Group.

The school has a close and productive working relationship with the Local Authority in all areas of school life.

Our Vision and Values

We are very proud of the work we do and the achievements of all our pupils and students. Our core beliefs underpin all we try to do in our school.



We believe:

- Our pupils should learn and interact in a caring, happy, safe and secure environment;
- We provide a curriculum and environment which facilitates and develops pupils' independence;
- In the importance of friendships and encouraging good, trusting relationships throughout the school and in the wider community;
- As a school, we provide the guidance and support needed to build confidence, self- esteem and independence;
- In involving pupils, their parents and families and other professionals in decision making;
- In empowering pupils to make their individual mark in the community.

We aspire to achieve:

- The development of each pupil's communication skills to their full potential, equally valuing all ways of communicating;
- Building a school community where all are passionate and determined;
- A personalised, flexible curriculum which addresses the individual needs of every pupil;
- Constant opportunities which enrich our students lives, now and in the future;
- To be held in regard as a centre of excellence for supporting the best outcomes for children with learning difficulties and disabilities;
- A pre-emptive and pro-active response to the current and anticipated changing needs of the pupils entering the school;
- To be good in every respect, improving all the time with the aim of achieving excellence.



Primary | Secondary | 6th Form



Job Description - Headteacher

Salary: L25-L31* • Contract: Permanent • Reporting to: Interim Executive Board

Job Description continued

Main Purpose of the Job

The Headteacher of Grove Park School will provide professional leadership to deliver continued success and improvement, by ensuring high quality education for all its pupils.

Shaping the Future

Working with the governors, the Headteacher will create and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the need of the school and the wider community.

The Headteacher must be able to translate their vision into clear objectives that promote and sustain school improvement, and must also ensure the school develops to the benefit of the pupils, staff and communities.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate and develop positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on own knowledge, 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.
- Develop the school's strategic plan and vision, supported by sound financial planning, in the context of local and national policy.
- Communicate compellingly the school's vision and empowering all pupils and staff to excel.
- Develop the school's revenue streams by investigating and identifying new sources of income resulting in sustained growth and stability.

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' well-being.
- 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.



Job Description continued

- 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.

Systems and Processes

- 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 wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand their role and deliver their function effectively, particularly its functions to set school strategy and hold the Headteacher and senior leaders 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 sustainability of the school.
- Distribute leadership across the school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-Improving School System

- Create an outward-facing school, working with other schools and organisations in a climate of mutual endeavour, championing best practice and securing excellent achievements for all pupils.
- Promote the schools and develop effective relationships with the wider community, fellow professionals and colleagues in other public services to improve social and academic outcomes for all pupils.
- Develop an organisation in which everyone works collaboratively, shares knowledge and understanding and is confident of collective external and internal accountability for the success of the school.
- Ensure the quality of teaching is shaped through high quality training and sustained professional development for all staff.

- Ensure that parents, carers and pupils are well informed about the curriculum, attainment and progress, and about the contribution they can make to the school's success.
- Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Keeping Children Safe in Education

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002, and expects all staff and volunteers to share this commitment.

- Work with governors to ensure that all safeguarding duties are complied with under the relevant legislation.
- Work with governors to ensure that policies, procedures and training in the school as set out in the current statutory guidance "Keeping Children Safe in Education", DfE, September 2024, and "Working Together to Safeguard Children", DfE, April 2023 are effective and comply with the law at all times.
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

This job description should be read alongside the requirements of the current publication of DfE's School Teachers' Pay and Conditions Document and is based on the National Headteacher Standards (2020) and the *National Standards of Excellence for Headteachers* published by the Department for Education in January 2015 which sets out in greater detail the general requirements for headteachers and the standard terms of their employment. This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

Person Specification – Headteacher

The Panel will assess candidates against the following attributes.

ESS = Essential DES = Desirable

QUALIFICATIONS	ESS	DES
Qualified Teacher Status	X	
Proven experience as a successful senior leader	X	
Experience of working in a special school		X
Evidence of further relevant professional training and development, such as leadership and management training	X	
Holds the National Qualification for Headteacher		X
Existing Headship, experienced Deputy Headteacher or other senior leadership role	X	
Evidence of ability to successfully acquire and apply new skills and knowledge in a professional context		X
Experience of successful working in a large and/or split site organisation		X
LEADING TEACHING AND LEARNING		
Comprehensive knowledge and understanding of a wide range of special educational needs and how different children with SEND may learn best including pupils with PMLD	X	
Excellent classroom practitioner who understands the principles underpinning high quality special education	X	
A clearly articulated attitude regarding the centrality of teaching and learning within the school in order to extend and enhance the learning experience within the school	X	
Evidence of a leadership and management approach which measurably secures high standards of pupil behaviour and attendance	X	
Extended experience of a range of communication techniques and educational approaches such as PECS, Makaton, low and high tech AAC, TEACHH, which support learning		X
Experience of providing, and the means to monitor, evaluate and review a diverse and flexible curriculum	X	
Is able to ensure effective use of formative assessment to inform and support pupil progress	X	
Demonstrable experience/involvement in establishing or maintaining and improving systems, processes and practices	X	
PROFESSIONAL DEVELOPMENT		
Experience of managing and leading change, managing conflict and empowering all stakeholders in school	X	
Experience of implementing and leading performance management procedures	X	
Experience of motivating staff to broaden their professional expertise, develop positive relationships with pupils and carry out their roles to the highest standards	X	
Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognized career and professional frameworks and programs to build capacity and support succession planning	X	
Experience of providing transparent structures for delegation of tasks and responsibilities and monitoring of same	X	
Experience of developing successful and innovative approaches to improving staff performance in a special school setting		X
Experience of managing underperformance		X

Person Specification continued

ETHICS AND PROFESSIONAL CONDUCT		
An ardent commitment to achieving the very best outcomes for all pupils	X	
A commitment to equality, diversity and inclusion	X	
The ability to work collectively and sensitively with all partners	X	
Ability to lead, inspire, manage and delegate	X	
Strong people management skills	X	
A good listener with a calm approach	X	
Excellent oral and written communication skills	X	
Driven by a strong moral purpose	X	
High energy and resilience matched with the ability to detach and recharge when necessary	X	
The ability to make reasoned judgements and taking difficult decisions, conveying outcomes clearly, positively and sensitivity	X	
Strong people management skills	X	
Experience in working collaboratively, effectively and sensitively with families to provide them with the skills and resilience to support their child and their behaviour to learning	X	
SAFEGUARDING CHILDREN		
Has knowledge, understanding, experience and commitment to Child Protection, safer recruitment and safeguarding policies and procedures	X	
Ability to form and maintain appropriate relationship boundaries with children and young people	X	
Emotional resilience in working with challenging situations	X	
Up-to-date DSL training		X
Experience working in an environment with an agreed behaviour support technique/approach with the necessary understanding to support staff working in that context	X	
SCHOOL CULTURE AND CONTINUOUS SCHOOL IMPROVEMENT		
Proven ability to understand and discuss local, national and global trends in educations, particularly special needs	X	
Ability to inspire, challenge, motivate and empower others to carry forward a shared vision for continued school development	X	
Experience of successful school self-evaluation and can articulate and implement effective systems to undertake this	X	
Has the experience of working with/for a Governing Body, or as a Governor	X	
Has the determination to create an outward facing school which works with other schools, organization and stakeholders to champion best practice	X	
GOVERNANCE AND ACCOUNTABILITY		
Ability to work collaboratively with the Governing Body to secure accountability for school performance and pupil outcomes	X	
A good understanding of the role and relationships with the Local Authority as a maintained school	X	
A good understanding of the role of Ofsted and of its latest inspection framework and has the ability to prepare staff, governors and the wider school community for a successful inspection process	X	
A good understanding of available school performance data sets and can clearly interpret, articulate, present and challenge any findings	X	
Understand the impact of GDPR		X
Experience in key role of a successful Ofsted Inspection	X	



GROVE PARK SCHOOL

Achieving Together

For full details of this opportunity or to arrange a visit to Grove Park School, please contact:

Charlotte Cuthbert
Cuthbert Colvill Education Recruitment
E: charlotte@cuthbertcolvill.co.uk/T: 07967 111228

Closing date: Noon, Monday 16th September 2024
Shortlisting: Tuesday 17th/Wednesday 18th September 2024
Interviews: Thursday 26th and Friday 27th September 2024



Grove Park Charitable Trust – Registered Charity Number: 1162801

The Grove Park Charitable Trust was registered with the Charity Commission in July 2014 and raises funds exclusively for Grove Park School to provide resources, equipment and learning experiences which are not funded from the school's budget.

The Charity funds both large scale projects, such as refurbishing a soft play area, building an Adventure Park and garden area, and providing whiteboards in all the classrooms, as well as sponsoring the 6th form prom, supporting a residential experience for older students, and racetrack and go karts.

Since 2015 the Trust has raised around £210,000 for the school.
