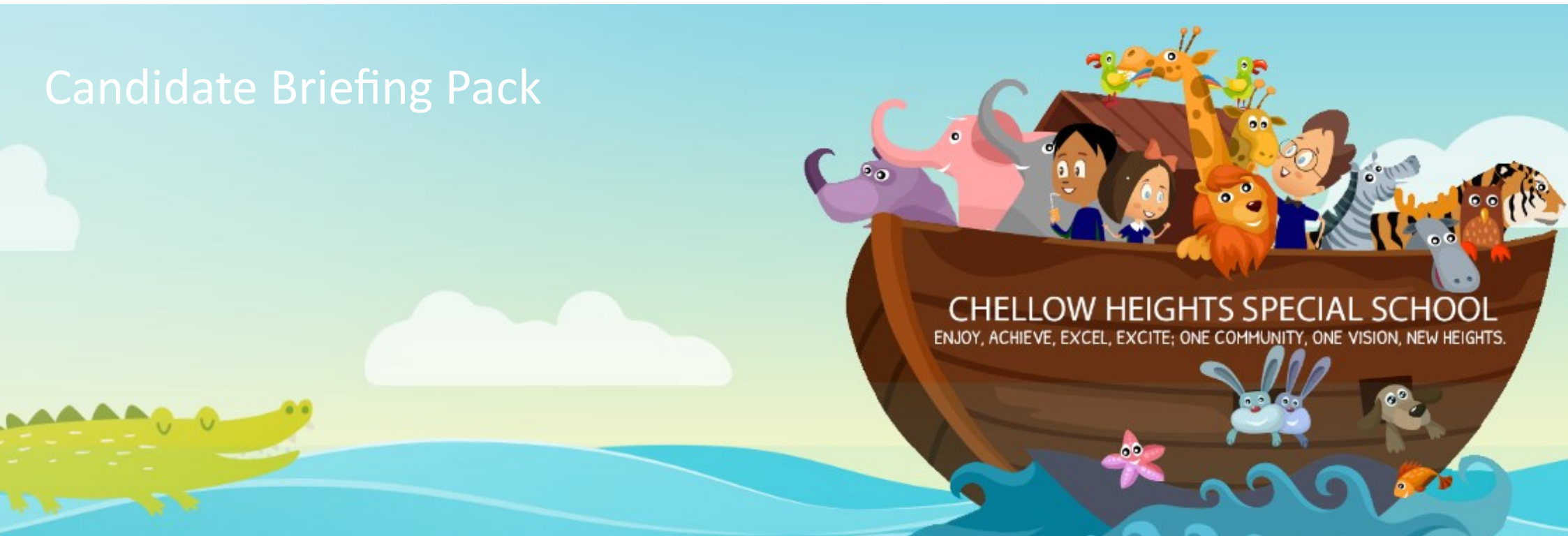




Headteacher

Candidate Briefing Pack



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Dear Applicant,

Thank you for taking an interest in the position of Headteacher at Chellow Heights Special School.

The Governing Body are seeking to appoint an outstanding Headteacher; someone with SEN experience and with a proven track-record of delivering strong educational outcomes. Here at Chellow, we put our pupils at the centre of every decision we make and we expect all candidates to demonstrate a shared belief that pupils drive the school and everything that happens in it. You will oversee a team working across two sites and an important part of your role will be to inspire our workforce to deliver excellence in everything they do.

Chellow Heights Special School is a split site and due to the geographical locations of the sites we will require a leader with exceptional organisational and time management skills to work flexibly and move across the District as needed. Across the combined sites we are educating more than 250 students, employing over 200 talented staff and responsible for an annual budget of over £5.5 million.

Due to Covid-19; as with many education establishments; the past 12 months have been extremely challenging and changeable and you will be joining the team as we get back on track and progress a programme of recovery in 2021. As a Governing Body we are excited about the future and we hope that you will share our enthusiasm for the challenges ahead.



John Lambert
Chair of Governors

Our School

Chellow Heights is a special school for learners aged 2 - 11 years based across two sites. The main site is in the west of Bradford, located within a campus of schools, Heaton Primary, Belle Vue Girls High School, Beckfoot Upper Heaton Academy and High Park School an all age school for Communication and Interaction. Heaton Primary also house the Acorn Centre (a centre for pupils with Behaviour Difficulties) and a Children's Centre. Our second, smaller site is in the south of Bradford at Low Moor.

Our pupils come to us from across Bradford and reflect the diverse population of the district. Pupils attending Chellow Heights School are learning at levels below those expected of their mainstream peers and their needs can best be met in a special school rather than a mainstream school. Our pupils usually have a Statement of Educational Needs or an Educational Health and Care Plan (EHCP) which names Chellow Heights as an appropriate school. A minority come to us on an assessment placement before a Statement or EHCP has been issued or finalised. All pupils are placed with us by the Local Authority.

The vast majority of pupils also have a range of physical, medical, sensory, communication and social, emotional and mental health needs which may impact on their ability to learn and may result in the need for additional support through one or more of our Intervention Teams. For many pupils their additional medical needs also impact on their ability to attend school. We have close links with the NHS.

The school opened in April 2010 with 54 pupils we now have over 250 children on roll over the two sites. The west site is built on two floors and has 13 classrooms and other specialist rooms The south site underwent an extensive refurbishment recently and is designed for 49 pupils. A significant amount of work has been undertaken to bring together the various sites under the shared umbrella or Chellow Heights.



Living and Working in Bradford

Bradford is a great city. Recently, Bradford for Teaching asked teachers what was great about living and working in Bradford; here's some of their responses:

An Affordable Lifestyle

If you're looking to put down roots, Bradford offers great value. Last year, period terrace properties sold for an average of around £94,000, with semi-detached properties selling at about £125,000. The average cost of a house in Bradford was a whopping £100,000 lower than the national average. Meanwhile, average monthly rents in Bradford are almost half the national average. And with city and countryside to choose from, there's something for all tastes.

Best of Both Worlds: City and Country

If you want to escape the city, you'll find the open countryside on your doorstep. Whether it's the moors of Wuthering Heights, or the short drive into the Yorkshire Dales, there's plenty to aim at. If you walk, run or cycle, or just want enjoy the scenery, there's plenty of room to play!

Arts, Culture and Sport

Where to begin? Hockney, Saltaire, two UNESCO world heritage sites, the National Media and Science Museum, the Alhambra Theatre hosting touring shows from the West End.....and not forgetting the home of the Bronte sisters at Haworth. Take your pick. If live sport is more your thing.....there's a football, rugby (league, of course) and the city has played host to world class cycling several times in recent years – including the Yorkshire stages of the Tour de France.

Bradford is very well connected. It has great road and rail links as well as Leeds Bradford International Airport that has flights directly to over 75 destinations.





We are committed to safeguarding and promoting the welfare of children.

All posts are subject to an enhanced DBS check.

Proof of eligibility to live and work in the UK will be required.

Please note: CVs are not accepted for this post.

Position:	Headteacher
Job Type	Permanent, Full Year Round
Commencement:	Easter 2021
Salary & Benefits:	L24 – L38 (pa full time)
Visitations:	Although we are currently unable to show you around the school, you will find virtual tours of the two sites on our website .
Closing date:	12 noon on Wednesday 6th January 2021
Interviews:	Anticipated to take place week commencing 18th January 2021

The pupils, staff and governors of Chellow Heights Special School are looking to appoint a headteacher who will hit the ground running, lead by example, set high expectations for pupils and staff and who is passionate about the progression and development of pupils with profound, severe and complex needs.

To be considered for this role, you will need to be able to prove strong leadership qualities, excellent organisational skills and a passion for continuous improvement. You will also have a great understanding & prior experience of working with SEN pupils.

We require a headteacher who:

- Holds Qualified Teacher Status
- Has prior experience of working within a leadership team
- Has experience of managing a team of senior leaders, teachers and support staff
- Has experience of liaising with key stakeholders to set the strategic direction of a school and deliver outcomes
- Is extremely well-organised and driven toward continuous improvement

We welcome applications from experienced headteachers but we would also like to hear from individuals working as assistant or deputy headteachers currently and looking for the next progression opportunity. The role is to ideally start from Easter 2021.

This is a full time, permanent role which is commutable from areas such as Wakefield, Leeds, Kirklees, Calderdale, Manchester, Harrogate, Selby and York.

If this sounds like your ideal role, please apply now!



Main Duties and Responsibilities

Ethics and Professional Conduct

The Headteacher will:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law
- serve in the best interests of the Chellow Heights Special school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

School Culture

The Headteacher will:

- establish and sustain Chellow Heights Special school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils 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

Teaching, Curriculum and Assessment

The Headteacher will:

- 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
- 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
- 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

Behaviour

The Headteacher will:

- 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 Chellow Heights Special school model and teach the behaviour of a good citizen

Main Duties and Responsibilities

Special Educational Needs and Disabilities

The Headteacher will:

- 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 and 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

Professional Development

The Headteacher will:

- 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

Working in Partnership

The Headteacher will:

- 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

Organisational Management

The Headteacher will:

- 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

Continuous School Improvement

The Headteacher will:

- 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

Governance and Accountability

The Headteacher will:

- 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

A = Assessed at Application

I = Assessed at Interview

T = Assessed through Selection Tests

Person Specification

		Essential	Desirable	Identified
1	Holds a degree level qualification or equivalent		x	A
2	Holds Qualified Teacher Status (QTS) or other recognised teaching qualification	x		A
3	Holds a Professional Qualification (e.g. NPQSL, NPQH, NPQEL, CEPQH or equivalent) or substantial (<i>minimum 3 years</i>) experience in a senior leadership position in education	x		A
4	Able to prove right to work in the UK	x		A
5	Holds (or willing to obtain) a satisfactory enhanced DBS check with barred list check as appropriate	x		A
6	A commitment to continuous professional development through a variety of methods	x		A
7	Previous experience of forming constructive relationships with key stakeholders to set and achieve the strategic aims of an education establishment and local community	x		I / T
8	Previous experience of forming constructive relationships with fellow professionals across wider service areas (e.g. School Achievement, HR, Finance etc)	x		I / T
9	Respectful of others rights, views, beliefs and faiths. Actively encouraging equality, diversity and inclusion from others	x		I / T
10	Experience of using evidence to inform performance management and appraisal processes.		x	I / T
11	The resolve, ability and resilience to hold all staff to account for their professional conduct and practice	x		I / T
12	A clear understanding of current issues in education and how to implement and embed new approaches which are relevant in teaching and learning	x		I / T
13	Experience in evaluating and using data to plan and improve pupil performance	x		I / T
14	A commitment to motivating, valuing, supporting and encouraging the professional development of all staff members	x		I / T
15	Previous experience of setting and maintaining rules, routines and policies to manage the behaviour of pupils and staff		x	I / T
16	Up-to-date knowledge of school improvement strategies	x		I / T
17	In depth knowledge of excellence in teaching practice, including appropriate teaching and learning styles for a special school setting	x		I / T
18	In depth knowledge of SEND code of practice and statutory duties of the school	x		I / T
19	Experience of planning, implementing and analysing the impact of a programmes of professional development opportunities for the whole workforce		x	I / T
20	A clear understanding of, and commitment to promoting and safeguarding the welfare of children and a Headteachers' responsibilities for safeguarding	x		I / T
21	An understanding of how to create strategic and priority led systems incorporating robust financial planning	x		I / T
22	An understanding of how to achieve the strategic aims of the school in a way that minimises unnecessary workload		x	I / T
23	Prior experience of implementing, reviewing and applying a suite or policies and procedures that enable the school to function efficiently and effectively		x	I / T
24	Understands school self-evaluation and its link with school improvement and the Ofsted inspection process.	x		I / T

Key Dates and Information

Position: **Headteacher**

Job Type: **Permanent, Full Year Round**

Commencement: **Easter 2021**

Salary & Benefits: **L24 – L38 (pa full time)**

Visitations: **Although we are currently unable to show you around the school, you will find virtual tours of the two sites on our website.**

Closing date: **12 noon on Wednesday 6th January 2021**

Interviews: **Anticipated to take place week commencing 18th January 2021**

How to complete the application form

All the information you provide in your application form will be treated with the strictest confidence and in accordance with current data protection legislation and stored inline with GDPR and our data protection policy. Please fully complete this form, incomplete applications **MAY NOT** be accepted.

Supplying false information is an offence which could result in your application being rejected, or summary dismissal if you are selected, and possible referral to the police. We need your specific written consent to hold and process the sensitive information requested on this form, and by electronically signing the form you give your consent.

- General Information:** The aim of this section is to collect basic information such as name and email address. It is our practice to contact successful applicants by email where an email address is provided.
- Personal Statement:** Within this you should explain your reasons for applying for the specific position and specific organisation in question.
- Employment Status:** The aim of this section is to collect some general information about your most recent employment and some details regarding main duties, responsibilities and experience gained, relevant to the “Person Specification”. Please also indicate any time spent in voluntary work, raising children, or any other experience you think would be valuable. Safe recruitment is important to us and we require your full employment history in order to assess your employment history for gaps in employment. Please explain any gaps in your personal statement.
- Qualifications and Training:** The aim of this section is to collect details of your formal qualifications and training to be compared with the requirements outlined in the Person Specification. Safe recruitment is important to us and we require your full education and training history.
- Referees:** In this section you are asked to supply two referees (who may be approached should you be provisionally offered the post following interview and assessment). Suitable referees are people who have had direct recent experience of your work and who are in a responsible position. If you are currently in employment, at least one referee should be from this organisation. You may be asked to provide alternative referees if it is felt the ones provided are not suitable.
- Headteacher Information:** Due to the very recent changes to the Headteacher Professional Standards (*October 2020*) this section of the form is no longer reflective of the criteria for assessment. We apologise for this but this should not have a detrimental impact on your ability to apply. There are 4 sections to be completed here. The table below confirms under which section you should demonstrate how you match the criteria, qualifications and experience outlined in the Person Specification and marked as “**A – Assessed at Application**”:

Heading on the Application Form	Section to be addressed from the Person Specification
The Self-improving School System	All elements of the person specification listed as “ A—Assessed at Application ”
Qualities and Knowledge	N/A
Systems and Process	N/A
Students and Staff	N/A

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