



Beechcliffe Special School

Safe Joyful Learning

Candidate Briefing Pack

Headteacher



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Welcome from Chair of Governors

Dear Applicant,

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

The Governing Body are seeking to appoint an outstanding Headteacher with excellent knowledge and skills in special needs education and a proven track-record of delivering strong educational outcomes. We will expect all candidates to demonstrate excellent communication skills, resilience and dynamic management skills. You will oversee a team comprising of exceptional staff across two sites and an important part of your role will be to inspire, motivate and encourage the senior leadership team to deliver excellence in everything they do.

Beechcliffe Special school is a split-site school and due to the geographical location of the sites we will require a leader with exceptional organisational skills and the ability to move across the district. Between the combined sites we educate more than 241 students, employing 194 talented staff and are responsible for an annual budget of over £ 5.6 million.

As the successful candidate you will join an ambitious and driven team of senior leaders who have responsibility for the care, welfare and education of our exceptional students. You will be joining the team at a time of significant change, allowing you opportunity to have input into the structure and vision for the future.



Heather Bell

Chair of Governors





Our Schools

Beechcliffe School

Beechcliffe School is a co-educational, generic community special school catering for pupils aged 11 to 19 years who have a wide range of Special Educational Needs and Disabilities (SEND). As a purpose built special school we are very proud of the facilities we can offer including the sensory rooms, hydrotherapy pool and the rebound room to name a few. The school is co-located with The University Academy Keighley (UAK).



Ash Valley

Ash Valley (formally Ella Carr) is a college where we believe education and nurture are essential to equip each pupil with the necessary skills and knowledge for their future. Each child is valued as an individual and all are expected to give their best. Staff have the highest expectations for each and every child and work hard to ensure that each pupil has a positive experience of school life. Ash Valley College is located in Thackley, Bradford.





*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.*

Advert

Position:	Headteacher
Job Type	Permanent, Full Year Round
Commencement:	Easter 2021
Salary & Benefits:	L 24 – L 30
Closing date:	12 noon on Monday 30th November 2020
Interviews:	Anticipated to take place 14th December 2020

The students, staff and governors of Beechcliffe Special School and Beechcliffe Ash Valley College are looking to appoint a Headteacher who is passionate about special education and committed to enabling every one of our students to reach their full potential.

Beechcliffe School and Ash Valley College cater for pupils with severe, complex or profound and multiple learning disabilities. We are keen to appoint a dynamic, forward thinking, highly committed professional who is passionate about the education of young people; someone who has the foresight to help prepare our young people for their future. We are proud of the outstanding progress our young people make whilst at Beechcliffe, we have a well-established performing arts programme, and expansive curriculum.

We require a Headteacher who will act as an outstanding role model to both students and staff. The Headteacher should also be an excellent SEN practitioner.

We welcome applications from individuals who can:

- Demonstrate successful senior leadership experience in a special secondary education setting
- Lead by example with resilience, clarity, honesty and integrity
- Demonstrate excellent communication skills with a varied audience of students, staff, parents and governors to establish an open and honest school community culture
- Create an environment within which staff are motivated and supported to develop their own skills and knowledge
- Actively support strong governance and fully understands its role and functions
- Instil a strong sense of accountability and ownership in the staff

To download the job details and apply online, please visit www.prospectsonline.co.uk





Job Description:

Purpose of the role:

To provide the vision and leadership for the school; creating, maintaining and developing the conditions which enable students and staff to achieve effective learning so that the school's aims and objectives are implemented in accordance with the policies of the governing body and national and local educational strategy.

The Headteacher will lead by example in demonstrating a full and professional commitment to excellence in special education.

Responsible to: Governing Body

Main Duties and Responsibilities

Strategic Direction & Development of the School

The Headteacher will:

- Formulate the aims and objectives of the school
- Establish policies and procedures that facilitate achieving the aims and objectives of the school
- Lead by example and model best practice regarding professional conduct, workload, and personal development
- Build positive relationships with all members of the school community

Teaching & Learning

The Headteacher will:

- Ensure excellent teaching standards for all students, instilling a strong sense of accountability in staff for their student's educational outcomes
- Ensure a diverse curriculum is taught to the highest standards
- Report to the curriculum and standards committee
- Ensure a positive environment for learning is aspired to and maintained

Leading & Managing Staff

The Headteacher will:

- Lead by example, holding and articulating clear values with a focus on providing excellent education for all students
- Identify emerging talents, coaching current and aspiring leaders
- Hold staff accountable for their professional conduct and practice
- Ensure best practice are shared throughout the school
- Lead a strong workforce, commitment to professional development
- Ensure all staff know their development is supported and valued

Accountability

The Headteacher will:

- Support effective distribution of leadership throughout the school
- Ensure curriculum-led financial planning to achieve the most effective use of budget
- Welcome and work with the governing body to provide information that supports effective governance
- Ensure effective use of pupil premium
- Uphold the Headteacher Professional Standards

Efficient & Effective Use of Staff & Resources

The Headteacher will:

- Manage staff and resources to enable achieving school aims and objectives
- Effectively manage the school's budget
- Report to the finance committee

Professional Development

The Headteacher will:

- Keep up to date with developments in education, both locally and nationally
- Inspire and influence others to believe in the importance of education in young people's lives





A = Assessed at Application
I = Assessed at Interview
T = Assessed through Selection Tests

Person Specification

Essential Desirable Identified

Qualifications and Experience				
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 5 years</i>) experience in a senior leadership position in education		X	A
4	Able to prove right to work in the UK	X		A
Leadership Behaviours				
1	Demonstrable experience of delivering the best outcomes for pupils, specifically in relation to social mobility, wellbeing and productivity	X		A/I/T
2	Prior experience of working collaboratively with others to improve medium and long term outcomes for the establishment, pupils and staff	X		A/I/T
3	Self-motivated and driven	X		A/I/T
4	Demonstrable experience of solving complex and time critical problems	X		A/I/T
5	Able to demonstrate personal resilience and positivity in challenging and uncertain circumstances	X		A/I/T
6	Able to demonstrate the qualities required to effectively manage sensitive and difficult issues	X		A/I/T
7	Able to demonstrate respect for others rights, views, beliefs and faiths. Actively encouraging equality, diversity and inclusivity from themselves and others.	X		A/I/T
Culture & Ethos				
School Culture				
1	To establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community		X	I/T
2	To create a culture where pupils experience a positive and enriching school life	X		I/T
3	To uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life		X	I/T
4	To promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment		X	I/T
5	To ensure a culture of high staff professionalism		X	I/T
Behaviour				
1	To 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		X	I/T
2	To ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy		X	I/T
3	To implement consistent, fair and respectful approaches to managing behaviour	X		I/T
4	To ensure that adults within the school model and teach the behaviour of a good citizen		X	I/T
Professional development				
1	To ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs	X		I/T
2	To 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		X	I/T
3	To 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		X	I/T

Curriculum & Teaching				
Teaching				
1	To 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	X		I/T
2	To ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains		X	I/T
3	To ensure effective use is made of formative assessment		X	I/T
Curriculum and Assessment				
1	To ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught		X	I/T
2	To establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities		X	I/T
3	To 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		X	I/T
4	To ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum		X	I/T
Additional and special educational needs and disabilities				
1	To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities	X		A/I/T
2	To establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively	X		A/I/T
3	To 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	X		A/I/T
4	To ensure the school fulfils its statutory duties with regard to the SEND code of practice	X		A/I/T
Organisational Effectiveness				
Organisational management				
1	To ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care	X		I/T
2	To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds	X		I/T
3	To ensure staff are deployed and managed well with due attention paid to workload		X	I/T
4	To establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently		X	I/T
5	To ensure rigorous approaches to identifying, managing and mitigating risk		X	I/T
Continuous school improvement				
1	To 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		X	I/T
2	To 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		X	I/T
3	To ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time		X	I/T
Working in partnership				
1	To forge constructive relationships beyond the school, working in partnership with parents, carers and the local community		X	I/T
2	To commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support		X	I/T
3	To establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils		X	I/T
Governance and accountability				
1	To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility		X	I/T
2	To establish and sustain professional working relationship with those responsible for governance		X	I/T
3	To ensure that staff know and understand their professional responsibilities and are held to account	X		I/T
4	To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	X		I/T



Equal Opportunity Information

Equal Rights

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.





Key Dates & Information

Pay Range:	L24 — L30
Closing Date:	12 noon on Monday 30 th November 2020
Interview Date:	Anticipated to take place Monday 14th December 2020
Commencement:	Easter 2021
Latest Ofsted:	Beechcliffe Click Here Ash Valley Click Here





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	Culture and Ethos
Qualities and Knowledge	Leadership Behaviours
Systems and Process	Curriculum and Teaching
Students and Staff	Organisational Effectiveness

