



BEECHCLIFFE SCHOOL

HEADTEACHER CANDIDATE RECRUITMENT PACK



SAFE, JOYFUL LEARNING.
TWO SITES, ONE SCHOOL, ONE VISION

WELCOME FROM THE CHAIR



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 a broad knowledge and understanding of special needs education and a proven track-record of delivering strong 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. The site in Keighley is a generic special school consisting of 173 young people with a range of needs including PMLD, autism and sensory learning needs. Our second site, in Thackley, has a cohort of 79 young people with SEMH as their primary need.

Due to the geographical location of the sites the headteacher will need to be able to demonstrate exceptional organisational skills, deliver the ethos of two sites, one school, one vision and show a willingness to move from site to site as required.

The head will be responsible for the education of over 250 students with a wide range of abilities from pre-entry level to GCSE alongside inspiring and developing a staffing team of over 200 people and being responsible for an annual budget of circa £6 million.

The successful candidate will join a team of senior leaders with a variety of experience and will be instrumental in developing them and utilising their skills to give achieve the very best welfare and educational outcomes for our exceptional students.

You will be joining the team at a time of relative stability after Covid and the assimilation of the former PRU (Thackley site) into Beechcliffe school. The role presents a fantastic opportunity to have input into the structure and delivery of the school`s vision, safe, joyful learning and the future success of Beechcliffe school.

Heather Bell - Chair of Governors



OUR SCHOOLS

Our Vision is 'Safe, Joyful Learning' for all.

The school ethos is to provide Safe, Joyful Learning through opportunities within a broad and balanced, therapeutic curriculum so that each child can achieve success. We have high aspirations and support individuals to overcome their personal challenges to become rounded individuals socially, emotionally, spiritually, physically and creatively.

Beechcliffe School Keighley is a co-educational, generic community special school catering for pupils aged 11-19 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. We believe that all pupils are individuals and as such, are all working within their own individual developmental area within each key stage.

The key stages are: Key Stage 3, 4 and Post 16. Within our curriculum there are 3 distinct strands - Sensory and Experiential, Modified and Supported, and Personalised Learning. As pupils develop further and become young adults within Post 16, each strand begins to reflect and incorporate a Preparation for Adulthood dimension. This allows for specific, targeted and differentiated learning opportunities at an appropriate developmental level for each young person. Pupils also access whole school community activities such as Performing Arts, where all pupils work together in their chosen art areas.

Beechcliffe School Thackley supports pupils with SEMH needs 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. All students benefit from a highly personalised tiered and engaging curriculum which includes a vocational offer, outdoor education and therapeutic interventions to name a few. Staff have the highest expectations for each child and work hard to ensure they receive positive school experiences to help them transition to life beyond school.



Advert

Contract Term:	Permanent, Full Year Round
Salary:	L30 - L36 (£86,061 - £99,681)
Job starts:	January 2023
Closing date:	Monday 12th September 2022, 12 noon
Selection Interviews:	Tuesday 27 and Wednesday 28 September 2022
School Tours:	Week Commencing 5 September 2022 (evenings only)



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

Beechcliffe school caters for pupils with severe, complex or profound and multiple learning disabilities (based at Keighley site) and also SEMH needs (based at the Thackley site). 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 with us. We have a pupil-centred approach to the curriculum, which is modified and supported to meet pupils needs. We also well-established performing arts program, and expansive wider curriculum.

We require a head teacher who will act as an excellent role model to both student and staff. The head teacher should also be an excellent SEND practitioner, who will be supported by Heads of school based on each site.

We would welcome applications from someone who:

- Has successful senior leadership experience in a special secondary education setting
- Successful senior leadership experience in an inclusive secondary school and with SEND specialism
- Has a good understanding of working in a dual-sited setting
- Has experience of assimilation and merger of staff and pupils from different settings
- Can lead by example with resilience, clarity, honesty, and integrity
- Is able to 'think outside the box' as a creative and adaptable practitioner.
- Can be an excellent communicator with students, staff, parents, and governors to establish and open and honest school community
- Can create an ethos within which staff are motivated and supported to develop their own skills and knowledge
- Welcomes a strong governance and actively supports the governing body to understand its role and deliver its functions effectively
- Can instil a strong sense of accountability in the staff for the impact of their work on students
- Is willing to work with other professionals and head teachers in Bradford, in partnership work to ensure the best outcomes for Bradford's pupils
- Has the determination and drive to lead a large special school through the next phase of its development

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 and Development of the School

- Formulate the aims and objectives of the dual-sited school where there is a significant locational difference and pupils with a different range of needs
- Establish policies and procedures for achieving the aims and objectives of the school to reflect the working practice needed in a dual sited school. These should reflect the similarities and differences on each site.
- Lead by example and model best practice regarding professional conduct, workload, and personal development
- Build positive relationships with all members of the school community in a complex school.

Leading and Managing Staff

- Lead by example, holding and articulating clear values with a focus on providing excellent education for all students with a wide range of needs.
- Lead a strong commitment to workforce professional development identifying emerging talents and coaching current and aspiring leaders
- Hold staff accountable for their professional conduct and practice
- Ensure best practice are shared throughout the school over both sites using innovative methods and technology to secure time and resources to support this.
- Ensure all staff feel their continued professional development is valued over both sites with a large staff team where development needs are extremely diverse dependent on staff skills, knowledge, and experience.
- Report to the finance and staffing committee on a regular basis whole school and separate site issues, changes and successes

Professional Development

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

Included within the Candidate Pack you will find the Advert, Job Description and Person Specification for the position of Headteacher at Beechcliffe School.

Criteria within the Person Specification
All aspects of the person specification marked with an 'A' must be addressed in your application. On your online application, you can use the additional space in the 'Further Leadership Information' section to expand on these criteria.

JOB DESCRIPTION

Main Duties and Responsibilities continued

Teaching & Learning

- Ensure excellent teaching standards for all students, instilling a strong sense of accountability in staff for their student's educational outcomes no matter what the age, ability and aptitude in a complex, dual-sited school
- Ensure a diverse curriculum is taught to the highest standards meeting the needs of all learners no matter what their SEND or starting points
- Report to the curriculum and standards committee including information about specific groups of learners with a wide range of needs
- Ensure a positive environment for learning is aspired to and maintained on both sites with their different challenges e.g. a PFI setting and an old, LA building which reflect the needs of the learners

Efficient and Effective Use of Staff and Resources

- Manage staff and resources to enable achieving school aims and objectives in a dual sided complex setting where the SEND needs of pupils are significantly different.
- Effectively manage and monitor the school's budget where the finances are split between two settings with different financial needs
- Ensure the health and safety compliance on two differently managed sites.
- Ensure compliance with all statutory financial reporting
- Report to the finance and staffing committee on the range of financial matters for the whole school and the separate sites.

Accountability

- Support effective distribution of leadership throughout the school
- Ensure curriculum-led financial planning to ensure effective use and management of budget
- Welcome and work with the governing body to provide information for effective governance
- Ensure effective use of Pupil Premium and other grants
- Meet the statutory reporting accountability
- Uphold the Headteacher Professional Standards



We're working towards Antismark
Awarded by Arts Council England

PERSON SPECIFICATION

E
Essential

D
Desirable

A
Application Stage

P
Pre-employment check
stage (inc. References)

I
Interview and Assessment
Stage

Qualifications and Experience

- Holds a degree level qualification or equivalent **E A P**
- Holds Qualified Teacher Status (QTS) or other recognised teaching qualification **E A P**
- Holds a professional Qualification (e.g. NPQSL, NPQH, NPQEL, CEPQH or equivalent or substantial (minimum 10 years) experience in a senior leadership position in education) **D A P**
- Specialist qualification in SEND e.g. Masters in Autism, SENDCO qualification **D A P**
- Able to prove right to work in the UK **E A P**

Leadership Behaviours

- Able to demonstrate their commitment to delivering the best outcomes for pupils, specifically in relation to pupils with SEND, promoting inclusion, social mobility, wellbeing and productivity **E A I**
- Prior experience of working collaboratively with others to improve medium and long term outcomes for a dual sited establishment, SEND pupils with complex needs and staff with a wide range of experience and backgrounds **D A I**
- Self-motivated and driven **E A I**
- Able to demonstrate problem solving skills **E A I**
- Able to demonstrate personal resilience and positivity in challenging and uncertain circumstances **E A I**
- Able to demonstrate the qualities required to effectively manage sensitive and difficult issues, particularly in the first instance, in relation to a rapidly growing school over 2 sites with significantly different challenges **E A I**
- Able to demonstrate their respect of others rights, views, beliefs and faiths. Actively encouraging equality, diversity and inclusion **E A I**

Culture and Ethos

School Culture: Able to demonstrate leadership skills and ability to:

- Re-establish the school vision in a dual sited school with a newly merged community **E I**
- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community over both sites **E I**
- Create a culture where SEND pupils experience a positive and enriching school life regardless of age ability aptitude or SEND **E I**
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life and delivers the wide range of outcomes from their Education, Health and Care plans **E I**
- To promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment across both school sites and the wider community **E I**
- To ensure a culture of high staff professionalism **E I**

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Behaviour and Attendance: Able to demonstrate leadership skills and ability to:

- Establish and sustain high expectations of behaviour and attendance for all pupils, regardless of their SEND, built upon relationships, rules and routines, which are understood clearly by all staff and pupils over both sites **D I**
- Ensure good attendance with regard to their medical needs and disabilities in accordance with the school's attendance policy **D I**
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy **D I**
- To implement consistent, fair and respectful approaches to managing behaviour and extreme behaviours that can result from SEMH and other needs **E I**
- To ensure that adults within the school model and teach the behaviour of a good citizen **D I**

Professional Development: Able to demonstrate leadership skills and ability 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 **E I**
- 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 as well as supporting the development of staff working with pupils with a wide range of needs and behaviours **D I**
- 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 **D I**

Curriculum and Teaching

Teaching: Able to demonstrate leadership skills and ability 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 particularly those with severe and profound learning difficulties, autism and those who have social, emotional and mental health difficulties which impacts on their learning **E I**
- To ensure teaching is underpinned by high levels of subject expertise and specialist approaches which respect the distinct nature of subject disciplines or specialist domains **D I**
- To ensure effective use is made of formative assessment for pupils achieving significantly below the expectations of their mainstream peers as well as those who are more able **D I**

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Curriculum and Assessment: Able to demonstrate Leadership skills and ability to:

- Ensure a broad, structured and coherent personalized curriculum entitlement which sets out the knowledge, skills and values that will be taught to individuals dependent on their age, ability, aptitude and SEND **E I**
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise, particularly with regard to how subjects can be delivered for pupils with a wide range of SEND and with access to professional networks and communities **D I**
- 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 and to have knowledge of other reading approaches that support pupils with a wide range of needs where phonics would not be a suitable approach **D I**
- Ensure valid, reliable understanding of the curriculum and that proportionate approaches are used when assessing pupils knowledge, understanding and skills particularly for students who are cognitively achieving significantly below their mainstream peers or require a sensory curriculum approach **D I**

Additional and special educational needs and disabilities: Able to demonstrate leadership skills and ability:

- To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities **E I**
- To establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively in a dual-sided school where there is a wide range of abilities, learning and additional needs **E I**
- 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 **E I**
- To ensure the school fulfils its statutory duties with regard to the SEND code of practice **E I**

Organisational Effectiveness

Organisational Management: Able to demonstrate leadership skills and ability to:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, including health and safety, as part of the duty of care **E I**
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds in a special school with month by month High Needs Funding allocations **E I**
- Ensure staff are deployed and managed well to appropriately support the SEND needs of pupils in a dual sided school with due attention paid to workload, need to travel and significantly different clientele groups **E I**
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently in a dual sided school **D I**
- Ensure rigorous approaches to identifying, managing and mitigating risk **D I**

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Interview and Assessment
Stage

Continuous School Improvement: Able to demonstrate Leadership skills and ability 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 in a complex dual-sited school **E I**
- 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 and have due regard to wider financial information **E I**
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time **E I**

Working in Partnership: Able to demonstrate leadership skills and ability to:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community, particularly those supporting pupils with SEND **E I**
- Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support **E I**
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils **E I**

Governance and Accountability: Able to demonstrate leadership skills and ability to:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility **E I**
- Establish and sustain professional working relationship with those responsible for governance **E I**
- Ensure that staff know and understand their professional responsibilities and are held to account **E I**
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties **E I**



EQUAL OPPORTUNITIES INFORMATION



Equality

Beechcliffe School welcomes pupils and staff from a wide range of backgrounds. We believe that their different cultures, talents and life experiences bring richness and vibrancy to school life and help to create an environment that supports us all in learning from each other. We take seriously our duties to eliminate discrimination, promote equality of opportunity and foster good relations between people of all backgrounds. This duty is set out in the Equality Act of 2010, which covers sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

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.

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