

A photograph of a modern building with vertical wood slat siding and large glass windows. The building is situated outdoors with trees and a gravel path. Two people are standing on the gravel path in the distance, one appears to be taking a photo. The building has a unique design with a scalloped edge on the wood siding. The sky is blue with some clouds.

# ASSISTANT HEAD CANDIDATE PACK



**THE WELLBEING OF OUR YOUNG  
PEOPLE IS AT THE HEART OF  
EVERYTHING WE DO.**

## **ABOUT US**

Belvue High School is a special school that caters for the needs of secondary aged pupils with learning difficulties and associated communication, behavioural, sensory and physical needs.

The wellbeing of our young people is at the heart of everything we do. We believe that prioritising wellbeing and respectful relationships ensures that our young people can maximise the learning opportunities we offer.

One of our greatest strengths is the multicultural dimension that permeates our school. We are proud of the diverse community we serve and of the standard of education we offer through a rich, dynamic and broad curriculum. Creativity, curiosity and independence are central to the learning process. Belvue School is

a happy, safe community where young people are encouraged to carve out their own pathway towards their goals.

We are an outward thinking community and we encourage collaboration, networking and sharing best practice where we can. We encourage our staff team to be reflective practitioners and offer first class CPD opportunities. We have built a vibrant and highly motivated team of dedicated professionals who work together in the best interests of our young people.

Belvue School is an upbeat and purposeful community of learners where young people are taught to take pride in themselves and develop into individuals who embrace their disability and recognise their many gifts and talents.



# OUR APPROACH TO TEACHING AND LEARNING WITHIN A SEND ENVIRONMENT

At Belvue School, we use the acronym ASPIRE to summarise our philosophy of education:



**A**

ACADEMIC EXCELLENCE

**S**

SUPPORT, NURTURE AND THERAPEUTIC CARE

**P**

PERSONALISED PATHWAYS

**I**

INDEPENDENCE, LIFE AND WORK SKILLS

**R**

RESPECT FOR ALL

**E**

ENRICHMENT AND CELEBRATION



“

**EXPOSURE TO LEARNING AND  
KNOWLEDGE SHOULD NEVER  
BE LIMITED BY DISABILITY**

”



## OUR APPROACH

Belvue School is home to 231 pupils across Key Stage 3 – 5, across three Key Stages in 22 class groups. The school is organised across two sites, with Year 7 pupils occupying a self-contained unit on the smaller site that offers a stepping stone from the safety of a primary school to the complexity and demands of a secondary school with a defined curriculum. The smaller site allows the school to provide a secure base with a nurturing environment that promotes wellbeing and a sense of safety during this transition. Post 16 students provide the catering on that site as part of their work-related learning curriculum and this provides a positive link between the main school and its satellite.

Each class has a teacher supported by one or two teaching assistants. Pupil numbers in each group vary between 6 and 14 depending on the complexity of pupils needs. The groups are ability set within a Key Stage, with Year 7 pupils ability set within the year group. The school is organised in this way to ensure that teaching staff can maximise opportunities for differentiation.

The curriculum at Belvue is unique and customised for our learners. We believe that our young people deserve to experience a range of learning that provokes curiosity and inspires a sense of wonder at the surrounding world; that exposure to learning and knowledge should never be limited by disability. Subject leaders endeavour to design a curriculum that is dynamic, creative and responsive to the needs of young people as they progress through

the school. We aim for a balance between the most relevant aspects of the national curriculum and our commitment to ensuring that our young people are enthused and excited by what they learn. Preparation for Adulthood Outcomes informs each young person's learning journey.

Teaching and learning across the school is underpinned by the standards of the Teach First programme and there is a constant striving for improvement. The core curriculum of Mathematics, English and Personal and Social, Health Education is normally taught by the class teacher whilst the full range of curriculum subjects is taught by specialist teachers. These include Art, Music, Drama, Science, PE and all the technologies.

Assessment for learning is integral to our approach and is recorded using the Earwig platform. To support pupils in assessing their own learning, they have access to a learning journey for all subjects taught.

In line with national guidance the school adopts a multi-disciplinary approach to learning. Staff work collaboratively with a range of other professionals, including Educational Physiologist, Speech and Language therapists and a psychologist to support individualised pathways. Individual therapy programmes, including behaviour support, are delivered within lessons wherever possible to enhance the learning process.

At Belvue all young people belong to a Vertical Tutor Group, they meet twice a day – in the morning and afternoon. We believe that vertical tutoring is underpinned by the relationships within the group which helps to develop young people's emotional literacy and a growing sense of group loyalty promotes moral and social development. As a school we believe that this is not something that can be taught but, rather, something that should be nurtured and enabled in a variety of immersive ways. We believe that emotional and social skills are not taught but ultimately 'caught' from adults through attuned, creative and mindful relationships acted out within a supportive and positive environment where all adults are skilled in managing and recognising their own emotions and moods.

We believe that continued emotional engagement promotes neural plasticity. Relationships and the power of connection are, therefore, central to vertical tutoring – not the teaching of relationships as a topic but the forming of relationships. Neuroscientists have found that, in the presence of a 'good enough' other – for example a teaching assistant, mentor or tutor – new and more sophisticated neural pathways can be formed in a child's developing brain and new patterns of relating and behaving can emerge.

Vertical tutors, therefore, attune to the emotional needs of their tutees to establish meaningful relationships. The ability of the tutor to emotionally mirror and read their tutees helps learners to recognise their own feelings and emotions. At Belvue, we believe that the provision of merely physical and intellectual care will not foster the firing of neurons which occurs when connections in the brain change in response to experiences.

As reflective SEND practitioners, all our staff are experienced in the development of emotional wellbeing and participate in ongoing and extensive training and development programmes. Skills and knowledge are further honed through interactions with our young people who teach us new things every day. Staff at Belvue know that it is a privilege to work with such an extraordinary group of young people.



# WHAT'S GREAT ABOUT WORKING AT BELVUE SCHOOL?



A **vertical tutor system** that puts emotional wellbeing at the very heart of our philosophy



Excellent **CPD opportunities** for all staff at all levels of their careers



A **stable staff team** with exceptionally low turnover



Supportive **employee assistance programme** for all



A **diverse** and multicultural staff team



**PPA** for all teaching staff exceeds the national expectations



Staff wellbeing and **workload balance** is fundamental to our approach



A brand **new state of the art building** with an abundance of technology and an award winning woodland pavilion



An **extensive support team** of highly skilled and experienced professionals.

# ASSISTANT HEAD

## JOB DESCRIPTION

**POST TITLE:** Assistant Head – with responsibility for a key stage.

**SCALE:** Leadership scale.

**REPORT TO:** Headteacher & Senior Leadership Team.

### MAIN PURPOSE OF JOB:

- Communicating the school's vision compellingly and through membership of the Senior Leadership Team, support the strategic vision of the school.
- Responsible for the organisation, monitoring, professional development and management of the staff, curriculum, assessment and resources within this area of the school.
- Responsible for line managing staff in the delivery of the curriculum for the specified key stage and for ensuring that the emotional, creative, spiritual and physical needs of the students are developed and addressed and that all aspects of safeguarding are rigorously adhered to.
- Ensuring that information at transition between the feeder school/key stage teachers is used effectively so that learning and pastoral plans are in place to meet pupils' needs from the outset.
- The Assistant Headteacher will also have a timetabled teaching commitment of between 30%-40% (depending on key stage weighting) complying with the Teachers' Standards and modelling best practice for others.
- May also be required to undertake any of the duties delegated from the Headteacher.
- Take shared responsibility for child protection by taking on the roll of Deputy Designated Safeguard Lead and supporting the DSL..

### SPECIFIC DUTIES:

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteacher will:

#### School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life – Preparation for Adulthood.
- Ensure a culture of staff professionalism including attendance and punctuality and hold staff accountable for their actions and decisions.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy and work with the multi-professional team with in the school to develop individual behaviour plans for pupils, as appropriate.

### Teaching, curriculum and assessment

- Be an excellent role model exemplifying a high standard of teaching and promoting high expectations.
- Oversee and monitor the delivery of the key stage curriculum and pastoral support system including teaching, lesson planning, students work, termly targets, lesson plans, home/school diaries.
- Establish and sustain high-quality teaching across all subjects in the assigned key stage based on evidence.
- Co-ordinate and monitor the provision of teaching resources in the assigned key stage including the preparation of an annual Action Plan.
- In conjunction with the Assessment Manager, oversee and monitor the assessment procedures for the assigned key stage including learning journeys; termly target evidence; Earwig (Assessment without Levels) and ROAs.
- To contribute to the preparation of the team timetable.

### Additional and special educational needs and disabilities

- Have ambitious expectations for all pupils with SEN and disabilities.
- Ensure the assigned key stage fulfils the statutory duties regarding the **SEND Code of Practice**.
- Organise and manage transition meetings and use the information obtained to inform IEPs.
- Manage and monitor the reports for students in the key stage (EHCP Reviews, Learning intentions and Annual Reports) and to Chair meetings where necessary.
- Ensure that SARs (Summary of Annual Review/EHCPs/ transitional review) individual risk assessments and EHCPs are kept up-to-date, with relevant referrals made to therapist in a timely fashion.
- Responsible for all aspects of the management and organisation of the Key stage teaching and support team, establishing and maintaining clear and effective channels of communication with colleagues, therapists, SLT (Senior Leadership Team), parents, Governors and support agencies.
- Analyse all data relevant to learners within the key stage and report information to a range of stakeholders as required.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.

## Organisational management and school improvement

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Implement all aspects of safeguarding and ensure the training of the team is up-to-date.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Identify problems and barriers to whole effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure school improvement strategies are effectively implemented.
- Ensure that all agreed school policies and programmes are observed and delivered within the key stage Team.
- Ensure effective use of team budgets and resources and ensure compliance with all aspects of the schools' financial policies.

## Staff management and professional development

- Develop all staff professionally through annual performance management and regular coaching and evidence based professional feedback.
- Manage staff well with due attention to workload.
- Ensure staff have access to appropriate, high-standard professional development opportunities.
- Actively participate in the induction process and the planning and delivery of staff development for teaching and support staff.
- Develop effective working relationships within the team.
- To contribute to the preparation of the team timetable.
- Keep up-to-date with developments in education.
- Seek training and continuing professional development to meet own needs.

## Governance, accountability and working in partnership

- Participate fully in the Senior Leadership Team of the school to support and develop a strategic and visionary future for the school.
- Work with the governing body as appropriate.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- To develop an understanding of school finances, the budget and its impact on future school development.

## Other areas of responsibility

- Maintain highly effective transition processes between feeder schools on entry to Belvue School, and between key stages.
- Responsible for setting up a dynamic transition programme for prospective parents and their parents.
- Work with Connexions (independent careers service) to ensure that pupils receive the appropriate careers advice and support.
- Implement Preparation for Adulthood across all areas of learning for young people in the team.
- Jointly oversee and line management the exam officer with fellow Assistant Heads, to ensure the smooth running of public examinations.
- Oversee the safe running of facilities when assigned to the satellite site.





## PERSON SPECIFICATION

### THE FORMAL SPECIFICATION AND YOUR APPLICATION

This document outlines the key skills and experience we are looking for. The selection panel will assess each candidate against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

**Please ensure when completing your application that you address only the relevant criteria as indicated in the application form columns below.** As appropriate your responses should include your role, the actions, and decisions you took and the outcome or impact of your involvement.

The supporting statement should be no longer than three A4 pages long and a font size no less than Arial 11 point or equivalent. Please do not include a CV as they are not accepted.

Qualifications and Training	Essential/Desirable	Application form	Interview and Assessment Stage
Qualified Teacher Status.	E	X	
Honours Degree.	E	X	
SEND qualification	D	X	
Evidence of relevant CPD eg NPQs, higher level qualifications.	D	X	

Experience	Essential/Desirable	Application form	Interview and Assessment Stage
Experience of leading, planning and implementing effective school improvement initiatives	E	X	X
Teaching experience – 5 years minimum, with some SEN Experience.	E	X	X
Involvement in school self-evaluation and development planning.	E	X	
Demonstrable experience of successful line management and staff development.	E	X	X
Experience of providing training and development programmes for teaching and support staff	E	X	X

Skills and Knowledge	Essential/Desirable	Application form	Interview and Assessment Stage
Understanding of Quality First Teaching, and the ability to model this to support others to improve.	E	X	X
Understanding of school finances.	D		X
Experience of strategically leading, effective school improvement initiatives and managing change effectively.	E	X	X

Skills and Knowledge (cont.)	Essential/Desirable	Application form	Interview and Assessment Stage
Effective communication and interpersonal skills.	E		X
Ability to communicate a vision and inspire others	E		X
Ability to build effective working relationships	E		X
Foster the growth and development of colleagues through Performance Management, closely tracking progress, recognising and dealing effectively with poor performance.	E	X	X
Experience of monitoring teaching and giving constructive feedback	E	X	X
Knowledge and understanding of the National Curriculum and its applications for secondary pupils with moderate and severe learning difficulties.	E	X	X
Ability to contribute effectively to creating an educational environment which seeks to value student achievement and ensure equal opportunities for all students.	E		X
Knowledge and understanding of the changing educational landscape with regards to pedagogy, and able to anticipate and act on the changing needs of the school and pupils	E		X
Ability to set SMART targets for students and assess/monitor progress.	E	X	X
Making critical use of data to promote raising achievement	E		X
Understanding of school self-evaluation activities and the ability to contribute and present findings to a variety of audiences both orally and in written reports	E		X
Ability to think critically based on sound evidence (data) to challenge and develop all aspects of professional practice within the school.	E		X
Knowledge and understanding of the SEN Code of Practice and Keeping Children Safe in Education agenda and the impact of these on the policies and practices within the school.	E	X	X
The ability to inspire, challenge and motivate others	E		X

Skills and Knowledge (cont.)	Essential/Desirable	Application form	Interview and Assessment Stage
Ability to communicate effectively with a range of stakeholders including therapists, Local Education Officer, Social Services and parents/carers.	E	X	X

Demonstrate a commitment to:	Essential/Desirable	Application form	Interview and Assessment Stage
Getting the best outcomes for all pupils.	E		X
Promoting the ethos and values of the school.	E		X
Maintaining a high quality, stimulating learning environment.	E	X	X
Equalities and ensuring that personal beliefs are not expressed in ways that exploit the position.	E		X
Relating positively to and showing respect for all members of the school and wider community.	E		X
Commitment to safeguarding and child protection.	E	X	X
Ongoing relevant professional self-development.	E		X

Personal qualities	Essential/Desirable	Application form	Interview and Assessment Stage
Passionate about teaching and learning; an advocate for excellence in the classroom	E		X
Student-centered, inclusive	E	X	X
Inspire respect and confidence amongst students, parents and staff	E		X
Decisive with sound judgment and emotional intelligence	E		X
Have the ability to build trust and social capital within the organisation.	D		X



## HOW TO APPLY

You can find out more about working at Belvue School at:

- [www.belvueschool.com/vacancies](http://www.belvueschool.com/vacancies)
- [www.tes.com](http://www.tes.com)

All applications must complete an application form and once completed send email to [victoriaom@belvue.ealing.sch.uk](mailto:victoriaom@belvue.ealing.sch.uk) please note CV's will not be accepted.

## OUR LOCATION

Based in the London borough of Ealing in West London, we are easily accessible from the A40 and a short walk from Northolt underground station.

### BY CAR

Belvue School and Belvue Year 7 are easily accessible by road, being just a 5 minute drive from the A40 (Western Avenue).

### BY TRAIN

Northolt underground station is in Zone 5 on the central line, which is a 10 minute walk from the school and a 15 minute walk from the college.

## GETTING TO BELVUE SCHOOL

### BELVUE SCHOOL

Rowdell Road  
Northolt UB5 6AG  
**Email:** [admin@belvue.ealing.sch.uk](mailto:admin@belvue.ealing.sch.uk)  
**Tel:** 0208 845 5766

### BELVUE YEAR 7 AT KEN ACOCK

Carr Road  
Northolt UB5 4RE  
**Email:** [admin@belvue.ealing.sch.uk](mailto:admin@belvue.ealing.sch.uk)  
**Tel:** 0208 422 0372

