



## Sherwood Foundation School

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### Job Description & Person Specification

**Job Title: Assistant Headteacher**

**Post reporting to: Head of School**

Sherwood Foundation School is a Foundation Special School located in the London Borough of Sutton and made up of three campuses:

*Sherwood Park Campus:* This is a specialist school for learners aged 3 - 19 years who have severe, multiple and complex learning difficulties and/or disabilities. This includes learners who have highly complex access needs resulting from their physical and/or health conditions. All learners require high levels of adult support to access learning.

*Sherwood Hill Campus:* This is a specialist school for autistic learners aged 3 - 19 years who have multiple and complex barriers to learning, requiring high levels of support to access education and learning around their peers. Many of our learners may also have severe learning difficulties and /or struggle to maintain a regulated state for learning.

*Sherwood Manor Campus:* This is a specialist school primarily for Autistic learners aged 11 - 19 years who have moderate to severe barriers to learning. Most of our pupils can access a highly adapted formal learning environment with high levels of adult support. Some of our learners struggle to deal with the demands of an adult led learning environment so may need a highly individualised learning offer to meet their academic potential.

### Overall Purpose of the Post

To support with the oversight of the day to day running of the school alongside the Head of School and support from the Head of Therapy and Wellbeing.

Work effectively as a member of the Senior Leadership Team and wider school teams to demonstrate and articulate the school vision and values in day to day practice, inspire others to commit to and practice to the highest standards to ensure that each pupil at Sherwood Foundation School has the best opportunity to achieve their potential.

Play a significant role in evaluating school policy and practice; formulating, developing and implementing improvement plans.

Act as special educational needs coordinator (SENCo) for the school ensuring the school fulfils its statutory duties in relation to the EHCP process. This includes being a role model for trans-disciplinary working to ensure all staff work in this way through the schools processes.

Lead by example with exemplary organisational skills, integrity, creativity, resilience and clarity- drawing on their own scholarship, expertise and that of those around them

### **Conditions of Employment**

All teachers are subject to the Conditions of Employment set out annually in the school Teachers Pay and Conditions Document. As a senior leader you will be working within both Teachers Standards (July 2011) and the Headteacher's Standards (2020) and any other subsequent standards.

### **Main Duties & Responsibilities**

#### **Safeguarding and Child Protection**

Take a leading role in the safeguarding of children and young people within Sherwood Foundation School with a focus on the Looked After Children and champion outstanding practice and liaise with other services as required

Lead in safeguarding training and ensure that all staff feel confident and able to raise concerns and address them appropriately alongside the DSL (Head of School)

#### **School Culture**

Support the Senior Leadership Team (SLT) in establishing and sustaining the school's ethos and strategic direction.

Support the SLT in maintaining a culture where pupils experience a positive and enriching school life.

Demonstrate and expect high standards from all in order for pupils to experience the highest standards of education and care.

Demonstrate and demand positive and respectful relationships across the school community and a safe, orderly and inclusive environment.

#### **Personal Development**

Quality assure the curriculum extends beyond the academic, technical or vocational offer it provides for learners' broader development, enabling them to develop and discover their interests and talents.

Quality assure the curriculum and lead curriculum teams to ensure a broad and balance curriculum is delivered alongside the Head of School.

Assure that at each stage of education, the campus is effectively preparing learners for future success in their next steps.

Assure that the school prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society

- o developing their understanding of fundamental British values
- o developing their understanding and appreciation of diversity
- o celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

### **SENCo Responsibilities**

Develop and oversee the implementation of the school's SEN strategy and policy

Co-ordinate the meeting of statutory EHCP process, working closely with the assistant head across the three campuses, the schools' EHCP coordinators and the trans-disciplinary team

Completing on rolling /off rolling for new pupils and leavers, working closely with the admissions lead

Co-ordinate the trans-disciplinary assessments of all learners to identify and update needs and monitor progress, ensuring that reports are of a high quality

Work closely with teachers, therapists, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans

Provide regular updates on pupil progress through written reports and meetings with parents

Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers

Provide advice, guidance and training to trans-disciplinary team on supporting learners

Manage and advise on the school budget and resources for pupil premium and sports premium

Keep up to date with national and local policies related to SEN and cascade information to colleagues.

## **Quality of Education**

Work as a part of a team 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.

Work as part of a team to establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.

Work as part of a team to ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.

Support teachers to continually improve their teaching through coaching, mentoring and advice.

Lead and deliver high impact training for staff.

Work as part and a team to ensure effective use is made of formative assessment.

Utilise a range of data and make recommendations about school improvement following the analysis of the same.

## **Curriculum and assessment**

Work as part of a team to determine, organise and implement an innovative, relevant, progressive and coherent curriculum for children with a range of needs.

Work as part of a team to establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.

Work as part of a team to ensure high quality, relevant and timely assessment is undertaken for all pupils.

Work as part of a team in determining, organising and implementing a policy for the care, personal development and wellbeing of the students.

## **Organisational Management**

Engage, motivate and successfully manage staff to deliver an established vision, values and aspirations.

Lead a team to ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.

Be accountable for the effective use of pupil premium funding, PE and sports grant and other grant funds.

Contribute to the recruitment, selection, retention and induction of staff and ensure they are deployed and managed well with due attention paid to workload

Monitor staff attendance, probation, capability and conduct issues with HR and address these issues effectively as they arise.

Work as part of a team to establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.

### **Working with stakeholders**

Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.

Commit to working 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

Establish and maintain positive relationships with the wider community including places of worship, community facilities and local shops and services.

### **SAFEGUARDING RECRUITMENT STATEMENT**

Sherwood Foundation School is committed to equal opportunities, safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed application, satisfactory references and an Enhanced DBS check.

#### **Person Specification**

<b>Criteria</b>	<b>Essential/Desirable</b>
Qualified Teacher Status (QTS)	<b>E</b>
Proven commitment to professional development in leadership and management and / or other relevant training	<b>D</b>
Experience of regularly delivering consistently good or outstanding teaching in a special school	<b>E</b>
Experience of leading high impact training	<b>E</b>
A proven track record of leading school improvement and raising standards	<b>D</b>
Successful experience of leading and motivating teachers and support staff through collaboration and delegated leadership	<b>E</b>
Proven track record of developing appropriate personalised curriculum for pupils with special educational needs leading to positive academic, personal and social outcomes	<b>E</b>

To have successful experience of chairing meetings such as TAF meetings, EHCP meetings	<b>D</b>
Successful experience of leading a department and developing a team atmosphere	<b>E</b>
To have at least 5 years teaching experience with pupils with SEN	<b>D</b>
A deep understanding of equality of opportunity issues and how they can be successfully addressed within school	<b>E</b>
Experience of inducting and ongoing training of student teachers, NQTs and support staff	<b>D</b>
Clear understanding of performance management in its wider sense, including performance management of support staff, and the impact on school improvement and development	<b>E</b>
An understanding of the school self-evaluation schedule and how it meets OFSTED requirements	<b>D</b>
An understanding of the systems needed to assess, plan, teach and evaluate the learning of pupils with special educational needs	<b>E</b>
A clear understanding of child protection and safeguarding in its widest context and a clear commitment to ensuring children have the highest quality care.	<b>E</b>
Demonstrate outstanding organisational skills and work under pressure with conflicting demands	<b>E</b>
Ability to analyse data to identify areas for development and raise standards	<b>D</b>
Ability to engage, motivate and successfully manage staff to deliver an established vision, values and aspirations.	<b>E</b>
Listen and respond appropriately to staff and pupils and handle sensitive issues with respect and care	<b>E</b>
Ability to represent the school, its needs and interests in a variety of settings, fostering collaborative partnerships through alliances and external developments	<b>E</b>
The ability to persevere with optimism in the face of difficulties and challenges, seeing possibilities and opportunities in challenging situations	<b>E</b>
The ability to embrace and manage change effectively, with a growth mind set.	<b>E</b>