

**Assistant Headteacher**

Highfield School

Application Pack

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Welcome Letter

Dear Applicant

Thank you for your interest in the position of Assistant Headteacher at Highfield School.

The Governing Body of Highfield School are seeking to appoint an ambitious and inspirational Assistant Headteacher with a passion for learning, and with proven leadership and management skills, to join the leadership team in this specialist secondary school for pupils with a range of severe learning difficulties including those with autism, and those with complex learning difficulties and associated behaviours.

We are looking for someone who demonstrates:

* A proven track record in successful leadership of students with SEND
* Commitment, drive and passion for improving outcomes for students with SEND
* Ambition, enthusiasm, resilience and a desire to make a difference
* Commitment to continuous professional development and a sound understanding of the demands and responsibilities of an Assistant Headteacher
* Passion and commitment for the highest standards of achievement across the school
* High expectations of what can be achieved with outstanding classroom practice
* The ability to lead and motivate others

In return we can offer:

* Fantastic students who are positive, keen to learn and progress
* A dedicated and skilled workforce, committed to making a difference
* A school with high aspirations and a strong commitment to professional development where every person is valued
* An excellent opportunity to develop the leadership skills required for further career progression

I look forward to hearing from you and welcome you contacting me in advance of your application should you require any further information.

Yours faithfully,

Mrs Rebecca Thompson

Headteacher

The School

We are a local maintained school providing education for pupils with severe learning needs. Our pupils come from all over the Wakefield area and some from further afield, to benefit from our specialised teaching, excellent pastoral care and the wide range of specialist support services and interventions we provide through our curriculum offer.  
Our ambition is to ensure that every pupil is well prepared for the next stage of their education and for adult life, be that finding meaningful employment, continued education, supported or independent living.

At Highfield school we provide a student-centred curriculum, delivered in an inclusive environment. Students develop their communication, independence and social skills to make good or better personal progress towards their EHCP outcomes. We prepare them for the responsibilities and experiences of adult life, building resilience opportunities throughout the curriculum.

Our school vision statement ‘maximising potential for confident and independent futures,’ is embedded through our six-strand curriculum across four pathways in year 7 to 11. These are, semi-formal, formal and blended and SCERTS. The SCERTS curriculum pathway introduced in September 2022, which is a comprehensive intervention model for students with autism and their families. In Post 16 we have three pathways which are, Moving on, Futures and City Futures, which was introduced in September 2022.

Highfield is a school which caters for students with severe and complex learning difficulties and autistic spectrum conditions. A significant number of our learners have associated complex needs relating to visual, hearing and speech impairment, social and emotional difficulties, communication difficulties, a range of chromosomal difficulties and in some cases, physical difficulties.

The development of our fantastic green field site has seen the inclusion of a purpose built Post 16 facility, a sensory room, a library, a fitness suite and the refurbishment of the main entrance, administration office spaces and our Emotional Health and Well- being area. We also have a wide range of outdoor facilities including a wildlife area which supports our Forest School status, a poly tunnel for horticulture, Animal Unit and well maintained sports facilities that contribute to the positive learning experiences of our students. Visitors to our school comment very positively on the warm welcome they receive and the quality of the provision, as well as the outstanding attitudes and behaviour of our fantastic students, of whom we are very proud.

We have a large, well-qualified and committed staff group who work very effectively in teams. All staff members are well supported through supportive appraisal processes to improve their practice and are encouraged to develop professionally. There are clear progression pathways identifiable within the school.

The school has grown significantly during the past five years and has made substantial changes to its model of leadership and curriculum in order to better meet the needs of our pupils. Our most recent Ofsted, November 2023, found that the school was Good overall with outstanding personal development, behaviour and welfare.

Job Description

The post holder is required to undertake the professional duties and responsibilities of an Assistant Headteacher, as set out in the current School Teachers’ Pay and Conditions document. This job description is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in school.

**JOB PURPOSE**

To promote the vision, values and core principles of the school, in line with agreed school policies, to provide professional leadership which secures the success and improvement of the school; to ensure high quality education and care for all the pupils so that they are safe and happy at school; to enable students to be successful learners and achieve high standards; in the temporary absence of the Head Teacher and his/her deputy, to assume responsibility as ‘teacher in charge’ and manage in line with school policies and guidelines. Discretionary issues to be referred to Head Teacher (and Governing Body where applicable)

**JOB SPECIFICATION**

Supporting Strategic Direction and Development of the school

1. To work in support of Governing Body to contribute to vision, purpose and leadership of the school, and secure effective teaching and successful learning and achievement by pupils.
2. To contribute to the School Development Plan and the school SEF which, through appropriate consultation, identify appropriate priorities and targets for ensuring that pupils achieve high standards, make progress, are safe and enjoy their learning and work.
3. To support the continuous improvement of the school, and the achievement of annual objectives, ensuring educational success is maintained.
4. To contribute to the management, finance and administration of the school in support of its vision and aims.
5. To monitor evaluate and review the effectiveness of the school’s policies and priorities.
6. To lead key areas of school self-evaluation and monitoring, as directed by the Headteacher.
7. To work with the Headteacher and Deputy Headteacher to develop the school as a Centre of Excellence.

Supporting Learning and Teaching

1. To create and maintain an environment which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline.
2. To implement, monitor, evaluate and review the curriculum in order to identify areas for improvement and set targets for the school and individual pupils.
3. To develop effective links with the community and parents to extend the curriculum and improve pupils achievements and personal development
4. To take lead responsibility for developing and maintaining high standards of achievement in the school through a rigorous approach to improving the quality of teaching across the school.
5. To demonstrate and model to colleagues the characteristics of outstanding teaching.
6. To support the development and coordination of systems within the school that support positive behaviour and ensure that school staff maintain the capacity to manage challenging behaviour effectively and safely in the context of Team Teach, where appropriate.
7. To promote respect and understanding of diverse cultures, languages and ethnic groups, including faith groups.

Supporting Leading and Managing staff

1. To lead, motivate, support, challenge and develop staff to secure improvement, including demonstrating a commitment to their own professional development.
2. To ensure that effective working relationships are formed between staff, and between staff and pupils.
3. To implement and sustain effective systems for the review and performance management of staff.
4. Supporting Human Resource Management, including recruitment, retention, disciplinary, grievance, and capability.
5. To work with the Senior Leadership Team to motivate and enable teachers to develop expertise in their respective roles through personal coaching and supporting high quality continuing professional development.
6. To ensure that the professional duties of staff are fulfilled, as specified in the Terms and Conditions of Service of Teachers and support staff job descriptions and conditions of service.
7. To prevent and address racism and promote racial harmony, LGBTQ+, gender equality.

Supporting Efficient and Effective Deployment of Staff and Resources

1. To manage staff and resources efficiently and effectively in line with the objectives in the School Development Plan and within the school budget.
2. To manage and organise accommodation efficiently and effectively to meet the needs of the curriculum and in accordance with health and safety regulations.
3. To support effective administration and control.
4. To manage, monitor and review the use of available resources to improve the quality of education and secure value for money.

Accountability

1. To provide information advice and support to the Governing Body to enable it to meet its responsibility for securing effective teaching and learning, and improved standards of achievement and value for money.
2. To uphold and promote the school culture as specified in the School Mission

Statement

1. To present an account of aspects of the school’s performance in a form appropriate to a range of audiences – Governors, parents, local community, OFSTED, Education Services.
2. To ensure that parents and pupils are well informed about the curriculum and targets for Improvement.

Supporting Collaboration with the community

1. To work in partnership with other agencies to secure the implementation of the Children’s Act 2004 and to secure improvement in the quality of EHC planning in line with government and local authority timescales.
2. To work in partnership with other agencies.
3. To support the work of other agencies that employ staff on the school site.
4. To create and maintain an effective partnership with parents to support and improve

pupils’ personal development and achievement.

The employment checks are required:

* Evidence of entitlement to work in the U.K.
* Childcare Disqualification Declaration (where applicable)
* Evidence of essential qualifications – see person specification
* Two satisfactory references
* Confirmation of medical fitness for employment
* Registration with appropriate bodies (where applicable)
* Enhanced DBS Disclosure

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at intervals and it may be subject to modification or amendment at any time after consultation with the post holder of the post.

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| **ASSISTANT HEADTEACHER: PERSON SPECIFICATION** | | | | |
| Attributes | Essential | How  tested | Desirable | How  tested |
| **Qualifications/**  **Training** |  |  |  |  |
| Education | Qualified teacher status  A degree or equivalent. | AF | Higher degree qualification, Postgraduate SEN courses.  Recognised management qualification | AF |
| Professional Development | Evidence of sustained participation in INSET, especially school leadership and management programme or similar. | AF | Participation in work with other schools/agencies.  Experience of leading INSET activities for others.  lead responsibility | AF |
| **Experience** |  |  |  |  |
| Teaching | At least 5 years classroom teaching experience with pupils with a range of SEN.  Experience of curriculum and pastoral leadership.  Experience of leading a significant curriculum development to implementation.  Proven record of outstanding classroom practice | AF | Evidence of curriculum leaderships across the school age range within the last 3 years.  Experience of a wider range of schools and other educational establishments Recent experience of Behaviour Management | AF  AF  AF |
| Management  Responsibility | Experience at Leadership level in a specialist setting includes the full age-range of setting.  Experience of monitoring and evaluating aspects of the school’s work.  Experience of taking a lead role in a school of students with SEN.  Experience of taking a role in the Annual Review of Statement of SEN/EHCP Process. | AF | Experience of conducting performance management  Experience of mentoring. | AF |
| Resources | Experience of managing and/or co-ordinating staff.  Experience of managing teaching resources  Awareness of how to set and manage a school budget.  Experience of managing accommodation and building issues. | AF/I | Experience of:  appointing and inducting staff;  establishing and developing school administrative systems;  budget management. | AF  AF/I |
| Knowledge and Understanding |  |  |  |  |
| National  Framework | Knowledge of relevant Education Acts and SEN Code of Practice.  SEND Reforms and EHCP processes.  Experience of OFSTED inspection and its follow up Common Inspection Framework.  Understanding of conduct of performance management. | AF/I |  | AF/I |
| Teaching and Learning | Knowledge of a range of learning, physical and associated behavioural difficulties.  Practical understanding of effective teaching, evaluation, evidence gathering, assessment strategies to maximise potential of pupils with SEN.  Understanding of actions to be taken to promote racial harmony, and prepare pupils to live in a culturally diverse society.  Understanding of Spiritual Moral Social and Cultural development. | AF/I | Knowledge of MLD, SLD, PMLD, ASD, PPD. | AF/I |
| Standards | Understand characteristics of an effective special school.  Awareness of strategies to raise pupil outcomes and manage behaviour.  Understanding of how to set targets.  Knowledge and experience of use of specific evidence and progress systems and accreditation suitable for students with SEN including at the end of KS4 and KS5  Expertise in progress analysis and use of data to develop teaching and curriculum to meet individual and group needs.  Involvement in school improvement work. | AF/I |  | AF/I |
| National Curriculum | Understand the planning of the National Curriculum, including assessment, recording and reporting, and its applicability in a secondary special school.  Experience of planning the curriculum across the age range of the school. | AF/I | Evidence of using research evidence base for learning. | AF/I |
| Parents and Community | Understanding of the role which can be played by parents and the community in raising standards. | AF/I | Experience of working directly with parents to raise standards and involvement with the local community. |  |
| Governance | First hand experience of work with Governors | AF/I |  |  |
| **Skills** |  |  |  |  |
| Leadership | Ability to lead, provide clear vision and lead by example. Incisive and clear strategic thinker.  Able to motivate pupils and staff. Ability to delegate responsibility,  set high standards and provide a focus for improvement. | I  I | Personal impact and presence | I |
| Management | Ability to manage change in a school, monitor and evaluate its impact.  Played a leading role in implementing a School Development Plan or Action Plan | AF/I | Evidence of impact of monitoring and evaluation on the school improvement agenda | AF/I |
| Relationships | Able to establish and develop good relationships, and liaise effectively, with all stakeholders of the school. Commitment to the school’s wider community, and Children’s Services.  Able to manage difficult conversations. | I | Experience of using restorative practise. |  |
| Interpersonal and Communication Skills | Ability to communicate effectively in writing and orally. Competent in the use of ICT.  Flexible and approachable.  Resilient under pressure.  Able to deal sensitively with people and resolve conflicts.  Positive and energetic approach to work. | AF/I  I  I |  | I |
| Education Philosophy | A commitment to maximising potential of all students in partnership with all stakeholders, Education Services and other provisions locally and nationally.  A determination to progress school improvement. | I  I | An understanding of the way schools can promote values and a moral code. |  |
| Attitudes |  |  |  |  |
| Staff Development | Committed to the development of all staff, teaching and non-teaching. | I | Played leading role in establishing a staff development programme. | AF/I |
| Equal Opportunities | Commitment to equality of opportunity  Commitment to race and gender equality and social inclusion | I | Experience of implementing strategies for social inclusion  Understanding of the need to promote positive role models. | AF/I  I |
| **Circumstances** |  |  |  |  |
| Personal | Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)  No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (CRB check)  If driving is a feature of this post – must be licensed and appropriately insured | AF / I |  |  |
| Physical/ sensory | Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995  Ability to cope with requirements of the post, which may include working with pupils who have emotional and/or behavioural difficulties associated with learning difficulties.  For post working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of moving and handling, within school policies and practices. | AF / I |  |  |

AF = Application Form I = Interview and other activities

How To Apply

To apply please complete our application form, preferably completing it electronically.

Please ensure that you have addressed the requirements of the job description and person specification within the application form.  Please pay particular attention to the 'Information to support your application' section, using this to demonstrate how your experience, skills and abilities match our requirements for this post.  This statement should be no more than 2 sides of A4, font size 11.

Please note CVs will not be considered and should not be included. References will be requested for all short-listed candidates prior to the interview.

Applications should be forwarded to Ms P Sayle, School Business Manager Manager by post or electronically to [psayle@highfield.wakefield.sch.uk](mailto:psayle@highfield.wakefield.sch.uk), to reach us no later than **3pm Tuesday 22nd April 2025**.

If you would like to arrange a visit to the school, please contact the Admin team on 01924 264240.

Applicants selected for an interview will be informed by email. The interviews are scheduled for **week commencing 28th April 2025**. Further details will be provided to successful applicants along with the interview notification.

In accordance with the Childcare (Disqualification) Regulations 2009, if you are shortlisted for this post you will be required to declare that you are not Disqualified (or Disqualified by Association) from working within this setting. The successful applicant will be required to complete a Disclosure Application Form and to provide criminal conviction information.