

Recruitment Pack

Assistant Headteacher



Welcome

Thank you for your interest in our Assistant Headteacher role.

This is a full-time permanent position with a salary between L12 to L16 (Outer London) £65,629.00 - £72,144.00.

We want you to feel comfortable and confident in applying for the role and to provide you with the information you need to decide whether it's right for you. We welcome questions and would love to show you around.

To apply, please contact people.team@westleaschool.co.uk for an application form.

The deadline for applications is 11am Monday 21st October 2024 with interviews being held on Wednesday 23rd October and/or Thursday 24th October,

Applications will be considered as and when received and interviews may be held earlier if a field is available.

Please note: This vacancy is currently for our KS5 site. However, employees may be required to work at any site within the school.

The successful person will start in January 2025.

We're committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to a full Disclosure and Barring Service (DBS) disclosure and checks regarding proof of ID, medical clearance and the right to work in the UK.

If you require the pack in a different format, would like to visit us or have any questions, please contact the People and Culture Team at people.team@westleaschool.co.uk.

We look forward to hearing from you.

Good luck!

Please also visit our website and the websites of our partner charity and trust, which will give you a further feel for who we are and what we do.

www.westleaschool.co.uk | www.learningforlifecharity.co.uk | www.enterprisecooperativetrust.org.uk



Key facts about our school

Based in the borough of Enfield, we provide education to children and young adults with special educational needs and disabilities, from the ages of 4 to 25.

We pride ourselves on creating an inclusive environment where everyone feels welcome. Our four campuses – Meridian, Haselbury, Learning for Life and Horizon – serve nearly 450 learners and are home to 220 employees.

A strong community that works together with the common goal of helping each other to flourish, our learners leave equipped with a 'suitcase of skills' that help them to progress onto further education and work.

We're a disability confident employer that's Investors in People accredited, with firmly held values placed at our core.

- Our origins are humble. We opened in 1938 as an open-air school for 'delicate' children
- Our modern-day growth journey began in 2014, starting with 80 learners on a single site
- We now cater for students with a range of complex special educational needs and disabilities
- We've grown rapidly in response to increased demand across the borough of Enfield
- Our four campuses serve nearly 450 learners aged 4 to 19 and 25 learners aged 19 to 25
- Throughout their journey, learners develop vital life skills as well as achieve academically
- We actively prepare learners for adulthood, further education and the workplace
- Our provision includes the Attendance Support Service (ASU), Home Tuition Service and a post 16 bridging programme that enables learners to go to a local college
- Our Travel Training Programme enables many learners to travel confidently and independently
- Learners gain work experience with local employers and through our partnership with the Learning for Life Charity (LFLC)
- Our Supported Internship Programme gives young people aged 16 to 25 an opportunity to work
- 80% of our interns get jobs and 90% retain them
- We're a founder member of the Enterprise Cooperative Trust in Enfield borough

Our why, what and how

In September 2021, we developed our strategic framework. It's a simple picture of a school with a roof, four pillars and foundations.

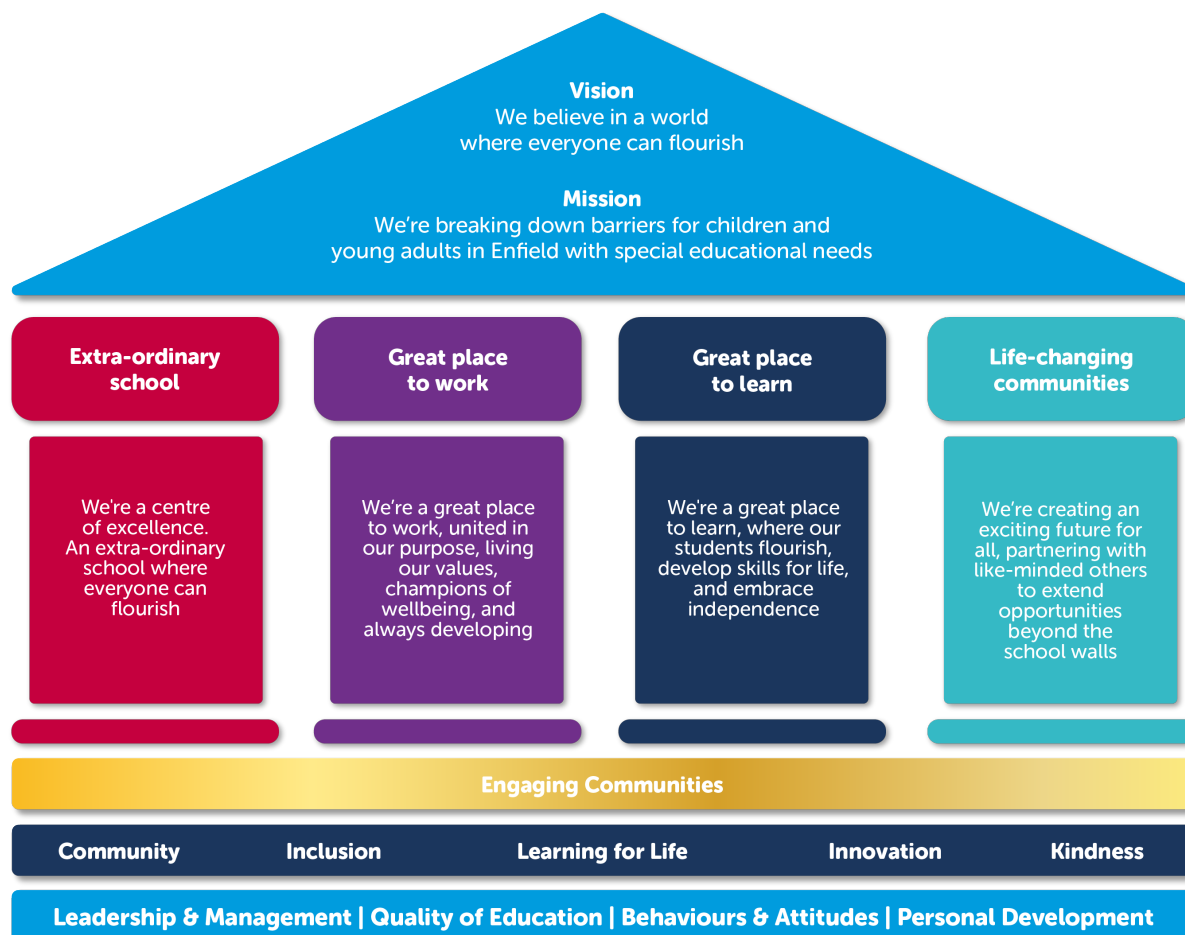
Our strategic framework describes why we exist, what we're here to do and how we're going to do it. It's a roadmap that helps us to make the right decisions.

It's a useful model that sets out our long-term, high-level school development plan on a page, which we'll be working on for many years to come.

Our vision, mission and values guide, inspire and unite us. Our vision sits at the top of the model and explains the world we believe in; a world where everyone can flourish.

Our mission sits directly beneath it and describes what all West Lea staff are committed to doing every day, which is breaking down barriers for the learners in our care.

The average person spends 99,117 hours of their life at work (Gallup, 2022). We believe that a good life is one where you spend this time doing something fulfilling and making a real difference to people's lives. That's what West Lea is all about. It feels great knowing that what we do each day is helping our people, learners and families to flourish.



Our vision, mission and values

Our vision, mission and values guide, inspire and unite us.

OUR VISION

We believe in a world where everyone can flourish.

OUR MISSION

We're breaking down barriers for children and young adults in Enfield with special educational needs.

OUR VALUES

Learning for Life: Helping learners succeed beyond the classroom, both now and in the future. Equipping them to overcome challenges and embrace opportunities by developing skills, confidence and independence. Preparing them for adulthood, further education and the workplace.

Community: Creating a united and supportive environment where we're one big family working together so everyone can flourish. Reaching into the local community to provide opportunities for learners beyond the school gates.

Inclusion: Creating a place where everyone is welcome, where no one feels isolated or alone and opportunities are open to all. Teaching, inspiring and supporting learners to play an active role in home, school and community life.

Innovation: Helping learners to reach for the stars, overcome challenges and break down barriers. Ensuring educators, employers, parents and carers think differently, positively and creatively to see beyond the present and embrace new possibilities.

Kindness: Making kindness our default setting, recognising its power to boost someone's day or change their life. Encouraging learners to be kind and compassionate to themselves and others in a world that may otherwise judge and exclude.

community
inclusion
learning for life
innovation kindness

Beyond the classroom

We're an outward looking and 'extra' ordinary school.

We actively look to learn from and partner with likeminded people and organisations both across and beyond the Enfield borough, recognising that this will help us to realise our vision of a world where everyone can flourish and our ambition of creating life-changing opportunities for learners and their families.

Whilst our curriculum is broad and aspirational, we wanted to do more to break down barriers by extending our reach beyond the traditional classroom. This ambition led to the birth of our school partners: the Enterprise Cooperative Trust (ECT) and Learning for Life Charity (LFLC).

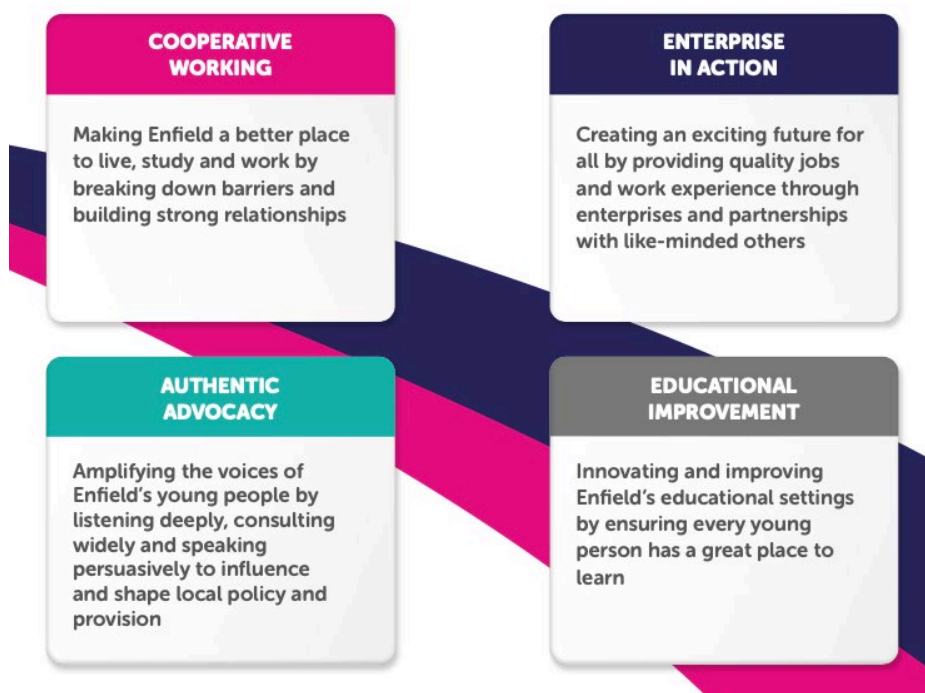
THE ENTERPRISE COOPERATIVE TRUST (ECT)

A not-for-profit cooperative, the ECT launched in June 2022.

Together, like-minded partners from education, charities, community interest groups, business and local government address key problems in the Enfield borough.

The brainchild of West Lea leaders and local charity partners, the ECT aims to use partnerships and projects to raise standards in local schools and create life-changing opportunities for young people who face significant challenges.

Being a member of the ECT enables us to look at education in a different and collaborative way. The trust has aims in four key areas:



THE LEARNING FOR LIFE CHARITY

Founded in 2014 to expand and build upon the life and work skills training provided at West Lea, the LFLC is a partnership between our school and the local community.

Through its social enterprises and projects, LFLC offers an alternative setting in which learners can gain valuable life, social and work experience, benefitting our students, students from local schools and colleges, and other young people in the borough who have been affected by illness, disability or poverty.

LFLC also provides volunteering opportunities for members of the local community who are looking to reintegrate into the workplace.

In-life projects include a programme of social events, two charity shops, an eBay store, furniture upcycling, a coffee cart for retail and barista training, and a post-employment service that provides needs-based 'Access to Work' funding and support to young people as they embark on their chosen career.

A shared ethos

The school, charity and trust have a shared ethos of empowering every young person and child to be as independent as possible – what we call, 'Learning for Life.'

Learning for Life is based on the following principles:

- We create experiences that enable disadvantaged children to participate in mainstream activities in school and the local community
- We create a stimulating learning environment, tailoring teaching and learning to meet each young person's needs
- We enable learners to be as independent as possible, helping them to develop a 'suitcase of skills' so they reach their potential and are prepared for adulthood
- We treat children as individuals, involve them in making decisions, respect their feelings and foster their overall wellbeing
- We help young people to experience success, develop self-esteem, and be recognised and celebrated for who they are as well as what they can do

Assistant Headteacher Job Description

An Assistant Headteacher at West Lea School is someone who is dynamic and who will continue to inspire and motivate our staff and support and encourage our pupils to make excellent progress, whatever their starting point or situation.

A Leader at West Lea School is someone who knows what is important to him/her and who uses their values, and those of the school, as a guide and a motivator. We are seeking a leader who 'walks the talk' and demonstrates their commitment to our values in an intentional way, using them as a touchstone to define actions, make decisions and fulfil our collective mission.

Who we are looking for

We're looking for an exceptional candidate who:

- Can demonstrate vision, resilience and empathy and can evidence the capacity to deliver both high support and high challenge
- Committed and passionate about working with learners with a wide and diverse range of SEN and can embrace the school's vision, aims and core value of 'Learning for life'
- An exceptionally enthusiastic and committed teacher who can motivate our learners and lead and inspire their class team to raise standards in learner outcomes
- An advocate for our learning for life approach, which puts developing independence and life skills at the heart of our curriculum alongside ambitious academic expectations
- A role model who is aligned with our values
- A lifelong learner who continues to develop and grow, personally and professionally
- Works well with others: we're one school and one team

Who it would suit?

We are seeking an innovative and dynamic individual who embodies our core value that we are all 'learning for life'. You share in the belief that all our learners can achieve and through working as a community with kindness, you are committed to ensuring all have positive futures.

Key relationships

Reporting directly to the Head of School and leading a team of staff within the provision, catering for pupils who have a range of complex special needs, supporting the Head of School in the day to day running/management of one of the West Lea school campuses.

You will lead a team of teaching staff and will be pivotal in their development.

Pay and benefits

This is a full-time permanent position L12 to L16 (Outer London) £65,629.00 - £72,144.00.

We also have an attractive employee benefits package, including:

- Pension scheme with 23.68% employer contributions
- Opportunity for flexible work hours
- Supportive learning culture with funded continuous professional development (CPD)
- Professional networking opportunities
- Employee Assistance Programme (EAP)
- Opportunity to make your mark in a highly rewarding and meaningful role

Principle responsibilities

Teachers across the whole school work to allow all our learners to flourish at West Lea whilst also promoting their independence.

The Assistant Headteacher will lead a team of staff within the provision catering for pupils who have a range of complex special needs and will provide support to the Head of School in the day to day running/management of one of our campuses in areas including strategic leadership, inclusion and integration, safeguarding, attendance, behaviour and welfare, data and assessment, teaching and learning, curriculum and independence, liaising with other Assistant/Heads of School and senior leadership team colleagues.

The Assistant Headteacher will be responsible for leadership, internal organisation, management and control of certain aspects of the provision within the campus structure, as defined by the Head of School.

The Assistant Headteacher will:

- be an active and supportive lead member of the school's senior leadership team and to support the Head of School and other colleagues in the management, strategic development and direction of the school
- contribute to setting the aims and objectives for the school, providing input to the 'School Development Plan' and 'SEF' along with other members of the senior leadership team
- play a key role in promoting the vision, mission and values of West Lea School
- lead, monitor and evaluate specific areas of school improvement and development as delegated by Head of School
- develop effective networks and partnerships promoting educational improvements and success
- embed a consistent approach to user friendly assessment systems that will benefit our learners and teachers

- make intelligent use of the data to improve both standards and accountability, ensuring robust reporting and communication to all stakeholders, including SLT and governing board.
- act as the 'designated safeguarding person' within (allocated) school campus/remit
- lead, deliver and evaluate high quality support, mentoring, coaching, induction and CPD that improves learning and teaching and supports professional development of colleagues
- act as an exemplary role model in their own teaching and supporting colleagues to develop their own practice
- deputise for the Head of School in their absence (along with other leadership colleagues)
- line manage staff as directed by the Head of School

LEARNING FOR LIFE:

- Lead your own development through your own personalised learning plan
- Lead and develop staff through the Partnering for Performance process
- Be committed to seeing the potential in every learner, and supporting them in finding their pathway to adulthood so that they can flourish
- Keep up to date with changes in the curriculum and other key educational policy and practice developments to identify best practice

COMMUNITY:

- Be proactive in knowing all learners' interests, needs, context and circumstances
- Develop outstanding relationships with parents and carers and other stakeholders, including external agencies, to support the welfare of pupils
- take a lead role in developing and implementing an area of curriculum, including monitoring and evaluating the quality of teaching and learner achievement in delegated curriculum areas, ensuring specialist expertise is sourced where needed to ensure that learners experience a broad and balanced curriculum that prepares them for adulthood
- Organise and safely manage the learning activities for which responsibility has been given
- Liaise with both in-house pastoral leads as well as external therapists, and other external agencies as required

INCLUSION:

- Build positive relationships with all learners to support and promote their learning and wellbeing throughout the day

INNOVATION:

- Be open to new ideas and seek solutions to support all learners especially those who are vulnerable and hard to reach

KINDNESS:

- Ensure positive regard for all learners (and our people) and develop excellent relationships
- Be an exemplary model of both the values and what we expect of all adults working at this school - Be ready, Be Safe, Be Kind

HEALTH & SAFETY:

- Ensure the health and safety of learners and staff is maintained during all activities, both inside and outside the setting
- Be responsible for trips and events following school procedures to ensure that they are robustly risk assessed in consultation with leaders
- Ensure that the medical needs for all learners is known by all the class team and is effectively managed as per their care plans
- Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the London Child Protection Procedures and the school's safeguarding policy
- Support and implement the school and Local Authority's Equal Opportunities, Whistleblowing and Data Protection policies

GENERAL REQUIREMENTS

- Contribute to the wider life of the school and Enterprise Cooperative Trust
- Carries out any other reasonable duties and responsibilities requested by the line manager
- The post holder will be expected to comply with West Lea's Schools policies and procedures at all times. These include, but are not limited to child protection, equal opportunities, data protection and health and safety
- The school has a clear policy for reporting suspected/actual child abuse and this procedure must be followed and reported (in writing) to a designated teacher for further action
- In order to do their job, the post holder will be trained and coached in the relevant procedures and policies of West Lea School. They will be expected to familiarise

themselves with the school and policies and to seek advice and guidance from the line manager if required

- Undertake Staff Development/CPD Training as required by the nature of this post and the range of duties described within this job description

The key tasks listed above are only an indication of the main tasks required to be performed. It is not an exhaustive list of duties and responsibilities and may be subject to amendment to take account of changing circumstances. Any changes will be made following discussion with the post holder.

Assistant Headteacher Person Specification

Experience of successful teaching and school management	Essential	Desirable
Successful leadership as an assistant headteacher and/or Middle Leader with significant management experience	✓	
A track record of successful leadership in a school	✓	
Significant experience of Special Educational Needs, that encompasses the implementation of programmes and initiatives that provide positive outcomes for challenging students	✓	
Experience of leading a significant school improvement strategy		✓
Training and qualifications	Essential	Desirable
Qualified Teacher Status (QTS). Not suitable for ECTs	✓	
Experience of leading excellent EYFS provision	✓	
Degree	✓	
NPQH or NPQSL		✓
Higher Degree		✓
Recent participation in a range of relevant CPD, especially in school leadership and management	✓	
Has successfully undertaken appropriate 'child protection' training as designated lead person or has commitment to do so before taking up the post	✓	
Knows and can do	Essential	Desirable
Strategic planning processes	✓	
Leading change, creativity and innovation	✓	
Strategies for raising achievement and achieving excellence	✓	
Principles of effective teaching and assessment for learning	✓	
Strategies for ensuring inclusion, diversity and access	✓	

School or team self-evaluation	✓	
An exemplary role model in their own teaching and supporting colleagues to develop their own practice	✓	
The significance of adult learning and models of continuing professional development (CPD)	✓	
The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance	✓	
Current issues and future trends that impact on the school community	✓	
Models of school, home, community and business partnerships		✓
Strategies which encourage parents and careers to support their children's learning	✓	
Knowledge of the strategic role of the governors in education, including new and emerging corporate governance structures		✓
Knowledge of curriculum pathways and how to meet the needs of learners with a range of Special Educational Needs		✓
To understand effective school self-evaluation and development planning and the requirements of the inspection framework for schools	✓	
Understanding of current and emerging educational issues	✓	
Strong ICT skills for analysis and communication	✓	
Inspire, challenge, motivate and empower others to carry the vision forward	✓	
Model the values and vision of the school	✓	
Demonstrate personal enthusiasm for and commitment to the learning process	✓	
Ability to communicate effectively in writing and orally to a range of audiences	✓	
Flexible and approachable yet resilient under pressure	✓	
Demonstrate the principles and practice of effective teaching and learning	✓	
Access, analyse and interpret information	✓	

Collect and use a rich set of data to understand the strengths and weaknesses of the school, and an ability to implement appropriate actions/interventions		✓
Combine the outcomes of regular school self-review with external evaluations in order to develop the school	✓	
Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement		✓
Acknowledge excellence and challenge poor performance across the school in specific subject areas	✓	
Foster an open, fair, equitable culture and manage conflict	✓	
Develop, empower and sustain individuals and teams	✓	
Challenge, influence and motivate others to attain high goals	✓	
Give and receive effective feedback and act to improve personal performance	✓	
Commitment to equality of opportunity	✓	
Accept support from others including colleagues, governors and the LA	✓	
Prioritise, plan and organize themselves and others	✓	
Think creatively to anticipate and solve problems	✓	
Ability to see the big picture and have an eye for detail	✓	
A sense of proportion (including a life out of school!)	✓	
A command of spoken English that is sufficient to effectively carry out the duties of the role	✓	



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