

DEPUTY HEADTEACHER RECRUITMENT PACK



Hinkler Road, Thornhill, Southampton SO19 6DH

02380 445981

- www.springwellschool.net
- recruitment@springwellschool.net

Message from the Chair of Governors.

Deputy Head Teacher Application Welcome letter, January 2021

On behalf of Springwell Governing Body and the entire Springwell Community, it is my pleasure and a privilege to welcome you as an applicant for the Deputy Head Teacher position at Springwell School. I am so pleased that you have decided to apply for this new and important role, which will lie at the core of the school's Senior Leadership Team.

As you will have read, Springwell is a remarkable school that provides outstanding education and opportunities for all of its pupils. To achieve these high standards and continue to develop provision year on year, our staff are fully committed to the school community, our caring ethos, and our Rainbow Values.

During the last few years, Springwell has expanded in terms of pupil and staff numbers, and this has led us to be actively involved in creating magnificent new buildings across our extensive site. As well as the main school site, we have Early Year and Resource Provisions in off-site locations.

Excellence lies at the heart of all we do. The school's success and its desire to be an outward-facing organisation in which staff development plays an essential role, has also led to two additional facilities: SIP and SAOS. Many of our staff are 'experts' and have additional experience and skills to offer, both locally and nationally.

As you will deduce this brief description, the school offers many opportunities to pupils and staff. Based upon outcomes, we are naturally very proud of our school community and our facilities. So, if you believe that you have the expertise and the desire to join our Team, please continue with your application, to enable you to be a part of this amazing school.

Best wishes,



Ann Langran,
Chair of Governors

Message from our Co-Headteachers

Dear Candidate

Thank you for your interest in the post of Deputy Head Teacher.

It is an exciting time to join Springwell, having just completed a new build project adding extra classes and additional teaching spaces, there are great opportunities for the right candidate to shape outcomes for vulnerable pupils and to continue to develop our existing provision for staff and pupil wellbeing.

We took over the Co-Headship role in September 2020 and are excited to be shaping Springwell in our vision and for the future. We are now looking for a Deputy Head with vision, enthusiasm, resilience and a passion for excellence that places pupils at the heart of everything they do.

We have a strong Co-Head partnership having worked together in the school in various roles for a number of years. We will welcome a Deputy who can work strategically with us both with passion and humour.

Springwell is great place to work as evidenced by pupils' excellent outcomes, staff retention and that we have jointly more than 30 years' service at Springwell!

We can offer you the next steps in your leadership journey with support that will include coaching and mentoring, leading across the school and work with the whole school community including our very supportive governing body.

Lisa and Maria



The Governors of Springwell School warmly invite applications for the post of Deputy Headteacher of our successful and happy school.

Salary Range: Leadership scale L15-L19 £59,581 to £65,735

Location: Springwell School, Hinkler Road, Thornhill, Southampton, Hampshire, SO19 6DH

Contract: Permanent / Full Time / 1 FTE

We are looking for an experienced senior leader who has reached a stage in their career where they are ready for the challenge and exciting step to deputy headship. This vacancy is an ideal opportunity for someone who can lead strategically to build on current and significant achievements.

The successful candidate would need to demonstrate that he/she:

- has proven success in teaching pupils with complex needs
- can provide senior leadership across the school
- has measurable outcomes from leading on school improvement
- can deliver effective training to others and lead INSET days
- has proven success in supporting, motivating and developing staff
- can communicate a vision and inspire others
- is a skilled coach and mentor
- can develop the leadership skills of others
- has high personal standards
- can listen, persuade, negotiate and act as an effective team member
- has a sense of humour

Please submit using the application form with a supporting letter of no more than two sides of A4 when typed. This should tell us how you satisfy the person specification.

Please return your completed application form and supporting letter to:

HR, Springwell School, Hinkler Road, Thornhill, Southampton SO19 7AL

Or email: recruitment@springwellschool.net

Closing Date for applications:

Midday, Friday 19th February 2021

Shortlisting will take place on:

Friday 26th February 2021

Interviews will take place on:

Monday 15th & Tuesday 16th March 2021

Current Covid restrictions do not allow for visits to our school at this time, however, a virtual tour of the school can be found on our website, www.springwellschool.net. We would welcome a virtual chat with our Co-Heads, please contact Rachel Ambrey or Louise Pearce on 02380 445981 to arrange a convenient time, or you can email us at recruitment@springwellschool.net to arrange. A full tour will be provided at interview stage.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. There will be a need for the successful applicant to undertake a criminal record check via the DBS.

In this pack we aim to give you a flavour of our wonderful children, school and staff.

Springwell is a primary school for children aged 4 – 11 years with complex learning difficulties. All our children have a severe level of learning difficulties and many have associated disabilities such as autism, speech and language disorders and challenging behaviour. Every child within the school has an Educational Health Care Plan (EHCP).

Rated "Outstanding" by Ofsted in our last three inspections, Springwell offers a great deal of opportunity for all. All staff at Springwell work together to uphold our Rainbow Values, to ensure that our pupils have the best education possible. We pride ourselves on the quality of each individual pupil's education and our work with families and carers. Working in partnership, we strive to achieve the very best for each child and offer support and guidance to families to enable consistency across home and school.



Our purpose-built school has recently undergone a significant expansion, which has created two buildings within our main site: Puffin Building for Years R, 1 and 2 and Partridge Building for Years 3 to 6. Both buildings have wonderful facilities and specialist teaching rooms,



including food technology rooms, art rooms, ICT Suites, soft play rooms, multi-sensory interactive rooms and a hydrotherapy pool which is located in Puffin Building, together with dining halls and office space.

In addition to our classes on the main site, we have three Resourced Provision classes in local mainstream schools, Willow, Packham and Mian classes. These classes are taught by Springwell Staff and pupils are full

members of our school, but on a daily basis are taught in Springwell classes based in different schools. The majority of our Early Years Pupils are also based in off-site classes at Start Point Sholing.

As a Teaching School, Springwell continues to develop educational practice to support children and their families with SEND, for example, training new teachers, running courses about SEND and taking part in research to enhance what we already provide.

Springwell School 2021	
Type of school	Primary SEN
Date school established	August 2007
NOR	258
Age Range	4-11 years
Average class size	8 - 10
Budget	c. £5.7mil
Number of Staff	218
% Pupil Premium	51.55%
% Attendance YTD	86.25%

Structure chart

Co-Head Teachers



Maria Burrows



Lisa Needham

Senior Leadership



Clare Belli
Head of Teaching School &
Outreach



Darren Nash
Head of Technologies/
Communication



David Scott-Batey
Head of Business &
Operations

Assistant Head Teachers



Clare Knight



Jo Hughes



Louise Fellick



Lynn Purkis



Kate Buckingham



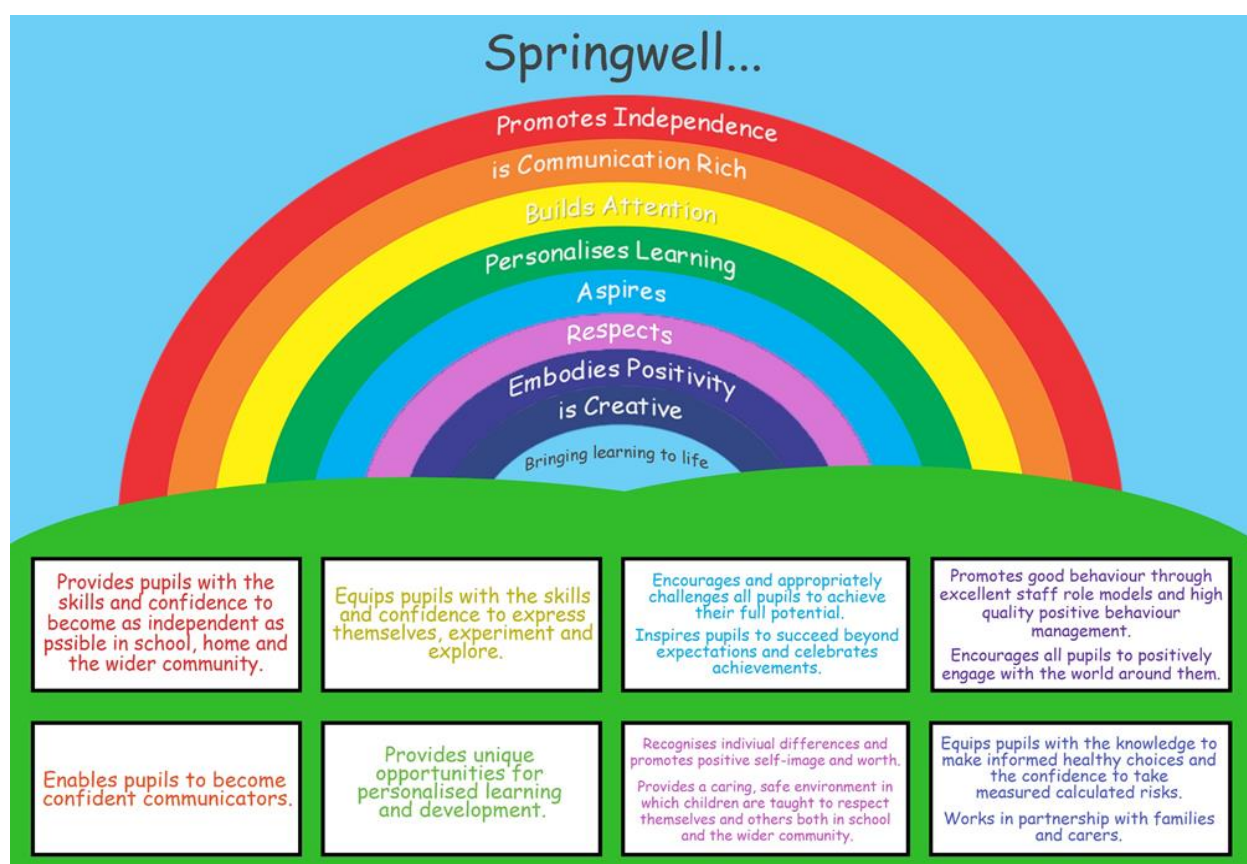
Tammy Glaire

Springwell Vision Statement

Working together to provide an aspirational and inclusive learning community which enables pupils and families to succeed.

Springwell Statements:

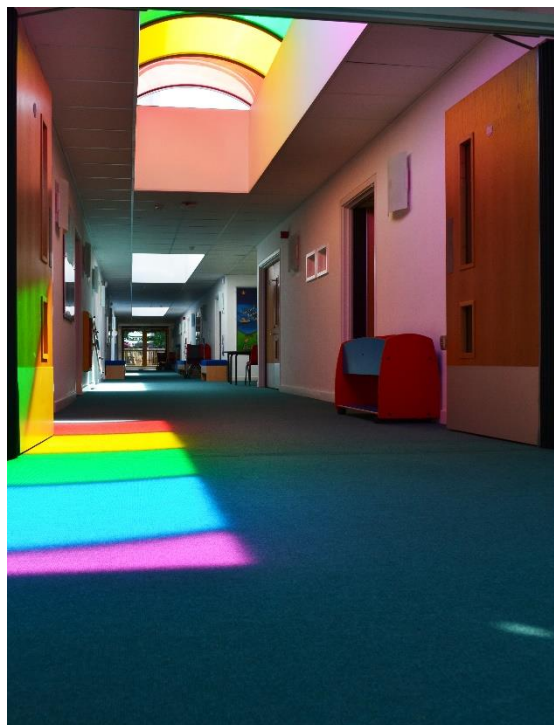
- Provides pupils with the skills and confidence to become as independent as possible in school, home and the wider community
- Enables pupils to become confident communicators
- Encourages all pupils to positively engage with the world around them
- Provides unique opportunities for personalised learning and development
- Inspires pupils to succeed beyond expectations and celebrates achievements
- Equips pupils with the skills and confidence to express themselves, experiment and explore
- Encourages and appropriately challenges all pupils to achieve their full potential
- Recognises individual differences and promotes positive self-image and worth
- Equips pupils with the knowledge to make informed healthy choices and the confidence to take measured calculated risks
- Provides a caring, safe environment in which children are taught to respect themselves and others both in school and the wider community
- Promotes good behaviour through excellent staff role models and high-quality positive behaviour management
- Works with families offering guidance and support
- Works in partnership to promote inclusive practice and provide SEND support, training and advice to schools and settings



Springwell Main site

Structure

Our purpose-built school is situated on the edge of the city of Southampton and has recently undergone a significant expansion programme, creating two buildings within our main site: Puffin Building for years R, 1 and 2 and Partridge Building for years 3 to 6.



Within each building our classes are divided into phases led by an Assistant Head and further supported by Upper Pay Spine teacher's, Teaching and Learning Responsibility Leads and Class Team Coordinators.

Assistant Head

The Assistant Heads are non-class based with the responsibility of supporting the classes to achieve high standards of education and provision across their phase/resourced provision. Their responsibilities also include the reviewing of behaviour plans; leading on CPD within phase; lesson observations and performance Management and qualitative review of class planning, alongside coaching and mentoring of their phase teachers and modelling of high-quality teaching and learning in classes.

Upper pay spine teachers (UPS) Our UPS teachers support classes in specific areas as directed by their Assistant Head. Responsibilities include; lead for specific therapies and interventions across the school; support staff in tracking behaviours in the class; model and coach others how to implement positive behaviour plans and provide support to NQT's

Teaching and Learning Responsibility (TLR)

Specific questions about an area of the school, such as communication, can be directed to those with TLR responsibilities. They will also lead on improvements and developments within specialist areas; lead and develop teachers CPD and advise and coordinate resources linked to specialist areas. Our TLRs currently have responsibilities for English, Maths, Communication and PHSE and Behaviour.

Class Team Coordinators (CTC)

The CTC's are the first point of contact for advice and support from team classes. Their responsibilities include; overseeing the curriculum, planning and target setting such as IEP's; have an overview of pupil premium; coordinate partner programme for teachers and facilitate Grade 7 staff to enable them to act as mentors for new SSA's.



Classes

Ours classes are structured into phases and as of September 2020 we had 258 pupils on roll in 31 classes.

Our classes in general are between 8 to 10 pupils supported by a Teacher, a Grade 7 Special School Assistant and between 2 – 3 Grade 6 Special School Assistants.

The structure of the classes, including our resourced provision is;

September 2020 258 Pupils 31 Classes	
 Puffin Building	Phase 1 – 64 Pupils       
	Phase 2 – 47 Pupils    Willow  
 Partridge Building	Phase 3 – 71 Pupils     Packham    
	Phase 4 – 76 Pupils     Mian    

Curriculum

Springwell School is a communication rich environment which empowers all pupils to communicate across the school day, establishing meaningful and positive interactions.



The Springwell curriculum aims to:

- Provide every pupil with opportunities to learn and achieve through a broad, balanced and relevant education which promotes educational, social, moral, spiritual, cultural and physical development
- Prepare pupils for the opportunities, responsibilities and experiences of life

The curriculum on offer is positively designed to be flexible so it can be tailored to meet the needs of each and every pupil, irrespective of age, gender or culture.

The curriculum offers meaningful and relevant access to the National Curriculum, as well as the strong emphasis on Personal, Social and Health Education as a Core subject alongside Maths and English including Communication.

Throughout any week, identified pupils will receive speech and language therapy and support, occupational therapy and physiotherapy as required.



Resourced Provisions

We are fortunate at Springwell to have three resourced provisions at mainstream schools in the city. At Bitterne CE Primary we have Willow Class, at Mount Pleasant Junior School we have Packham class and at Mason Moor Primary we have Mian Class.

Pupils in Willow, Packham and Mian classes benefit from 1:1, paired or small group teaching and learning experiences where activities are tailored to meet the individual needs of the pupils. Pupils in the provisions wear the uniform of the host school and are included in all aspects of the school life. Staff work hard to ensure that all pupils in our provisions identify themselves as being a part of both their host school and Springwell.



Willow class is currently providing exciting and engaging learning opportunities for pupils in Key Stage 1, whilst Packham and Mian classes are for Key stage 2 pupils. Pupils access their learning in a calm and engaging environment following the same strategies, structure and curriculum used on the main site. Each of our Resourced Provisions are staffed with a qualified teacher and excellent support from Special School Assistants all of whom are very experienced in teaching children with a wide range of complex and additional needs.



All pupils currently access playtimes, lunchtimes and assemblies with their mainstream peers, where Willow will begin to extend their time to include music, PE and Golden Time when it is felt appropriate, and in Packham they will follow some foundation subjects following the mainstream curriculum. Packham and Mian pupils join mainstream classes in the afternoon supported by staff from the provision, planning from the mainstream classes is differentiated by the class

teachers as appropriate to ensure that each pupil can access the learning and progress in their learning and understanding.

All provisions are very much a part of their host school and are included in all aspects of school life such as fundraising events, celebrations, assemblies and festivals and regularly access the wonderful facilities at Springwell main site, including the hydrotherapy pool and wonder room.

Southampton Advisory Outreach Service for SEND

The Southampton Advisory Outreach Service (SAOS) provides support for mainstream schools across the city in relation to inclusion. Led and managed by Springwell School, the service is commissioned by Southampton City Council and provides a range of support for pupils and students with SEND and behavioural needs.

The aims of the service are to:

- provide support and challenge for primary and secondary schools in relation to school improvement and outcomes for children with SEND.
- provide a flexible and joined up outreach service that responds to the overlapping needs of the individual pupil/student and ensures early intervention.
- increase the capacity of mainstream schools to develop inclusive practice for pupils with SEND.
- increase the capacity of mainstream schools to secure and demonstrate the progress of pupils with SEND through rigorous assessment, target setting and tracking.

SAOS staff are employed by Springwell School and spend 10% of their week working in a special school setting. They are an important part of the school community and work closely with their Springwell colleagues.

**To find out more about the service, visit the SAOS website at:
www.southamptonoutreach.net**



Southampton Inclusion Partnership

The Southampton Inclusion Partnership is a Teaching School supporting mainstream and special schools to develop provision for pupils with SEND, we work in partnership with six local special schools and a pupil referral unit (PRU). Other organisations support the Teaching School including our colleagues at The University of Winchester and Southampton City Council. Our Lead School is Springwell School.

Our vision is to provide a sustainable, aspirational and inspirational partnership that empowers the learning and lives of children with special educational needs and disabilities (SEND).

To realise our vision, we aim to provide high quality training and development for people both at the start of their career through to those as middle and senior leaders and beyond.

As a wholly inclusive partnership to support the needs of children and their families with SEND, training and development is aimed at both classroom based and non-classroom-based staff.

We do this by sharing good practice, training new teachers and developing new and existing staff.

Examples of the some of our work include:

- Training students to become teachers specialising in SEND
- Training new teachers at the start of their career
- Providing courses for teaching and support staff
- Helping mainstream and special schools to support their pupils with SEND

These are just some of the areas that we are involved in.



Job Description

Purpose of the job

- Lead on standards and provision for pupils' personal development and welfare
- Lead on standards and provision for vulnerable pupils, including responsibility for promoting and safeguarding the welfare of children within the school
- Promote educational excellence through high quality Continuing Professional Development and ensure staff well being
- Ensure high quality communication and promote partnership working with parents, professionals and the wider community
- Provide senior leadership across the school, promoting school improvement and supporting the school aims, values and policies

Key accountabilities

Pupils' personal development and welfare

- Lead on and directly responsible for all aspects of teaching and accountability for Personal Social and Health Education and Sex and Relationships Education
- Provide strategic leadership in all aspects of positive behaviour management, including staff training
- Ensure the school ethos and environment are conducive to and promote effective Behaviours for Learning
- Provide strategic leadership in all aspects of promoting Pupil Voice
- Act as the lead Educational Visits Co-ordinator
- Ensure high levels of pupil attendance and co-ordinate the tracking and monitoring systems

Vulnerable pupils

- Act as the Designated Safeguarding Lead and perform all functions associated with the role
- Lead all aspects of Safeguarding Children across the school, monitor the Single Central Registrar and ensure regular and effective communication with the Safeguarding Governor
- Ensure the obligations under the Prevent strategy are fulfilled
- Act as the Designated Teacher and perform all functions associated with the role
- Lead on the provision, quality, monitoring and review of all aspects of Pupil Premium across the school
- Establish and embed systems to co-ordinate, track and review the delivery of therapies across the school to ensure a high-quality level of provision

Staff development and welfare

- Act as the strategic lead for all aspects of staff induction
- Lead on all aspects including planning, co-ordinating the delivery and reviewing the impact of Continuing Professional development for staff
- Act as the mentor for and lead the delivery of the Early Career Framework, including established teachers new to Springwell
- Provide strategic leadership, direction and support to personnel leading on provision to ensure and maintain staff well being

Partnership working

- Act as the strategic lead for Annual Reviews and all associated aspects of work
- Ensure effective, relevant and ongoing communication with parents, including canvassing opinions and views to inform school improvement
- Lead provision aimed at increasing parental/carers confidence, knowledge and understanding such as workshops, information sessions, website, videos etc

- Ensure effective partnership work and relationships with visiting professionals, including therapists, Educational Psychologists
- Maintain and further the profile of the school in the local and surrounding community

Senior leadership

- As a member of the School Leadership Team, provide effective collaborative leadership and management with a focus on school improvement and well being
- Line manage and be accountable for the impact of the work of the TLR holders across the school
- Provide accountability for UPS teachers in regard to whole school responsibilities
- Deputise for the Co-Headteachers as required
- Undertake a 0.1 teaching responsibility
- Manage designated budgets to ensure efficient use of resources

Responsibilities

- Directly line manage the following roles:
 - Teaching and Learning Responsibility post holders (4)
 - Welfare Lead
 - Annual Review Lead
 - Hydro therapist
 - School employed therapist ie. SALT
- Wider responsibility for staff across the whole school, in exercising their duties
- Support Southampton Inclusion Partnership and the wider provision made to other schools, as appropriate

Supporting the school

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life
- Lead, contribute and attend Professional Development meetings and INSET days as required and identify areas of personal practice and experience to develop
- Take responsibility for safeguarding following the agreed policies at all times, be aware of confidential issues linked to home/child/school and keep confidences appropriately
- Be aware of health and safety issues and act in accordance with Health and Safety policies
- Ensure implementation and promotion in employment and service delivery of equal opportunities policies and statutory responsibilities

Other duties

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.

Person Specification

ESSENTIAL	DESIRABLE
Qualifications	
Good honours degree or equivalent	Accredited Level 3 DSL safeguarding training
Qualified Teacher Status	
Substantive post study and/or qualification	Safer recruitment training
Evidence of professional development including training in school leadership and management	
Experience	
Outstanding teacher, with minimum of five years' experience	Experience of pastoral leadership
Proven success in teaching pupils with complex learning difficulties	Experience of managing statutory reviews and PEPs
Successful senior leadership and management in the delivery of high-quality education	Experience of leading PSHE in a special school
Involvement in school self-evaluation	Experience of leading Pupil Premium provision
Leading on school improvement with measurable outcomes	
Effective line management and leading, appraising and managing staff teams	
Responsibility for staff induction and providing support to NQTs	
Delivering effective training to others, leading INSET days	
Proven success in and understanding of positive behaviour management in a special school	
Proven success in supporting, motivating and developing staff	
Working effectively in safeguarding, child protection and the welfare of pupils and vulnerable children	
Developing and sustaining positive collaborative relationships with parents	
Leading successful multi agency partnerships	
Skills and abilities	
Professional knowledge and understanding of what constitutes and how to achieve quality in educational provision and high aspirations for children with learning difficulties.	Acted as an Educational Visits Co-ordinator
Ability to communicate a vision and inspire others	
Demonstrable understanding of the principles and practice of school improvement, including strategies to raise achievement	
Ability to set goals, plan and manage change in a complex organisation	
Skilled ambassador of and advocate for pupils with complex and severe learning difficulty	

<p>Ability to analyse data, identify patterns and construct meaningful targets</p> <p>Ability to make appropriate decisions based on evidence and risk assessments, to deliver within time scales</p> <p>Excellent communication and interpersonal skills with the ability to listen, persuade, negotiate and act as an effective member of a team</p> <p>Ability to develop the leadership skills of others</p> <p>Able to develop, empower and sustain individuals and teams</p> <p>Ability to appreciate and manage conflicting and diverse opinion</p> <p>Skilled coach and mentor</p> <p>High personal standards and ability to challenge own work and the work of others</p> <p>Working knowledge of current national frameworks for education and special educational needs</p> <p>Ability to develop and enhance the reputation of the school in, and its relationship with, the local community</p> <p>Ability to successfully manage a large and varied workload with excellent planning and time management skills</p>	
Equality, inclusion and safeguarding issues	
<p>Commitment and ability to integrate equality policies into service delivery</p> <p>Commitment to safeguarding</p> <p>Responsible for following the school's health & safety policy, practices and procedures</p> <p>Awareness of and commitment to confidentiality</p>	
Personal Qualities	
<p>A positive role model and lead by example</p> <p>Reflective practitioner and willingness to listen to, reflect and act upon feedback</p> <p>Positive, optimistic and flexible demonstrating honesty and integrity</p> <p>High aspirations and a commitment to excellence for all</p> <p>Resilient</p> <p>Able to manage personal work pressure and maintain an effective work life balance</p> <p>Commitment to activities associated with School to School support</p>	

What our staff say....

Harriet Rowland - Key Stage 1 Teacher

"There is never a boring day at Springwell School. Although at times it can be challenging, there is always something or someone that will make us smile. Every day we have the opportunity to provide the children with an education that is practical, fun and engaging. This combined with the support of a fantastic team makes the job exceptionally worthwhile."



David Scott-Batey – Head of Business and Operations

"Springwell is great place to work, with a real collegiate feel and shared commitment to improving opportunities for all SEND pupils. There is a continuous drive to improve all areas of operation, where you are actively encouraged to try new ways of working, take initiative and lead developments".

Janina Spencer – Southampton Inclusion Partnership– Assistant Headteacher

"I have worked at Springwell School for 10 years as a teacher and senior leader. I now lead the School Direct course for people wishing to become teachers specialising in SEND. Our skills set ensures that I can give trainee teachers the best possible start to their career. It is pleasure working for a dynamic and forward-thinking school".



About Southampton

As the largest city in central Southern England and a regional centre for employment, retail, education and leisure, Southampton is a really exciting place to be. The third highest ranking city in the UK for good growth and the world's leading business incubator for UK tech entrepreneurs, it is a city of great opportunity that has a tremendous track record for delivering on its ambition to compete on the world stage.



Great location

The City lies at the northernmost point of Southampton water, at the confluence of the River Test and Itchen, with the River Hamble joining to the south. Being 70 miles south-west of London and 15



miles west of Portsmouth, it is well located with one of the country's busiest and most successful ports home to some of the largest cruise ships in the world, an airport less than 10 miles away from the city centre and well-connected to other cities by rail and motorway, we are very well positioned!

The city centre is easy to travel around by foot, bike and public transport and offers a range of retail outlets, restaurants, bars, cinemas and theatres, as well as a number of parks and open spaces to enjoy

within the city. All of this and the New Forest National Park on its doorstep!

History

The City is steeped in history with research suggesting that the area has been inhabited since the Stone Age.

Southampton is noted for its association with the RMS Titanic where 920 passengers boarded the ill-fated ship with 724 crew members from Southampton, the Spitfire was designed and built in Woolston with its maiden flight from what is now Southampton Airport and was one of the embarkation ports for British and Canadian troops going to France on D-Day.

