



Alfriston School

Sports College

Penn Road, Knotty Green, Beaconsfield,
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December 2024

Role: Deputy Headteacher for Progress and Pathways
Salary: Leadership Range 16–20 (£73,539 - £80,857 Per Annum)
Contract Type: Permanent
Hours: Full Time
Start Date: Spring Term 2025 or As Soon As Available

Dear applicant,

This is an incredibly exciting time to join the Alfriston school team, our school community is one that is rooted in nurture, relationships and bold aspirations.

We are seeking a 'Deputy Headteacher for Progress and Pathways'. The ideal candidate will be passionate about curriculum design and the latest pedagogical developments in the field of special educational needs and disabilities (SEND). This role is central to ensuring quality assured high standards of practice in all aspects of planning, implementation and impact tracking. The Alfriston integrated curriculum is based around the pillars of 'learning for living' - these are engagement, organisation, resilience, independence, risk taking and social interaction. The deputy headteacher role for progress and pathways will be instrumental in taking the Alfriston core curriculum to the next level in terms of articulation and structure, application and generalisation of skills, progress tracking and reporting.

The Deputy Headteacher for Progress and Pathways will take the lead on strategic improvements and initiatives linked to all aspects of the school curriculum, shaping the school's vision, goals and policies for our changing cohort.

If you are someone who is passionate about enabling success for students with special educational needs and disabilities and are energised by multidisciplinary and integrated working models then we would love to hear from you.

To Apply: Please visit our website www.alfristonschool.com to download and complete the application form, please send a supporting cover letter with your application addressing the points in the skills criteria within the person specification against your own experience. All applications to be sent via email to recruit@alfristonschool.com for the attention of Mrs Ellie Davison. If you would like to make an informal visit, please also contact Mrs Ellie Davison who will be delighted to arrange this for you.

Closing Date for Applications: Tuesday 17th December 2024 at 9.00am

Interview Date: Thursday 19th December 2024

Yours sincerely,

Claire Smart
Headteacher



Alfriston is an outstanding Special School with Academy status for girls aged 11-19 with moderate learning difficulties and speech and language and communication difficulties. We currently have 164 girls on roll. All the pupils have an Education Health Care Plan and are taught in small groups and with additional support. Our staff are specialist subject teachers and are experienced in working with a range of special needs and abilities.

Pupils attend Alfriston from all over Buckinghamshire and some neighbouring counties. We also have weekly boarding provision for 20 pupils.

We consider the staff team as our most valuable resource. Training and development is a high priority in the school. There is also personal support given to staff to manage the diverse and challenging work needed to support pupils with significant special needs. At present there are 70 staff employed at the school working in the teaching, support, residential and administrative teams. We are proud of the excellent standard of education provided at Alfriston.

WHY WORK FOR ALFRISTON SCHOOL?

Alfriston School is based in Beaconsfield. The school benefits from outstanding modern facilities, all of our classrooms are fully equipped with interactive screens and access to class sets of laptops or iPads.

All teachers are provided with a laptop that is renewed every three years. The school enjoys a recently modernised performing arts and music facilities that include the use of a dance studio, sound/recording studio and performance space, along with our exceptional sports facilities that caters for a range of indoor and outdoor activities including mountain biking, trampolining, cycling, football and many others.

The school also enjoys use of its spacious swimming pool designed by a bespoke architect, as part of an upgrade of the sports facilities at Alfriston, the architects developed a concertina-like roof structure that echoes the shape of the pitched roofs on other buildings in the area causing minimal sound reverberation which is beneficial for the use of our students with their Special Educational Needs.

Staff often remark that Alfriston it is a great place to work. Staff retention is high which we think reflects the supportive and friendly environment in which we work. Our pupils are inspirational and full of potential. Staff feel they are people *"You just want to be with!"* Having been rated 'outstanding' by Ofsted in July 2013 it was noted "The excellent personal and academic opportunities offered ensure that the school makes a huge difference to the lives of students. As a result, all groups achieve outstandingly well from their individual starting points."

Alfriston offers a wide and diverse range of professional development opportunities for staff, including the opportunity to train with Astra Teaching Hub.

Alfriston School also offers staff:

- A friendly working environment

- Supportive and caring colleagues
- Excellent opportunities for professional development
- Onsite parking
- Transport links (Chiltern Line and close to the M40)
- Discount on hire of selected school facilities
- Close to local amenities





Job Description

The Deputy Headteacher for Progress and Pathways, under the direction of the Headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- If the headteacher is absent, the deputy headteacher will deputise, as directed by the governing board and fulfil the professional responsibilities of a headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Duties and responsibilities:

School culture and behaviour

- Work alongside the senior leadership team (SLT) and other staff members to 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
- Ensure a culture of staff professionalism
- 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.

Additional and special educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Be responsible for coordinating pupils EHCPs in line with statutory guidance ensuring plans are implemented effectively
- Make sure the school fulfils statutory duties regarding the [SEND code of practice](#).

Organisational management and school improvement

- Establish and sustain the school's ethos and strategic direction together with the Headteacher and governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff with due attention to workload

- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Teaching, curriculum and assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Have a deep understanding of education theory and a passion to promote this across the school

Additional responsibilities – Progress and Pathways

- Lead on the strategic planning, monitoring and evaluation of Progress and Pathways for all pupils across the school.
- Carry out case studies of qualitative research through student and family voices and track and analyse this data to monitor progression.
- Have overall responsibility for articulation and structure of Alfriston's specialist integrated curriculum.

Qualities

- Uphold trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community

- Serve in the best interests of the school's pupils.

This job description recognises the current Teachers Pay and conditions documents and the particular requirements of Alfriston School. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in job, commensurate with the salary and job title.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications/ Professional Development	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Evidence of CPD relating to school leadership and management • Experience of leading/ coordinating professional development • NPQSL or NPQML
Experience	<ul style="list-style-type: none"> • Recent successful experience of Senior Management, including experience in leading teams. • Able to demonstrate successful teaching experience with evidence of exemplary practice. • Evidence of taking the lead in preparing, implementing, monitoring and reviewing a whole school policy or a major change in school. • Recent and broad experience of tailoring bespoke curriculum opportunities for children and young people with special educational needs. • Recent relevant experience working with children/ young people with communication and interaction needs including but not limited to ASC or ADHD. • Experience of working with partners including school Governors. 	<ul style="list-style-type: none"> • Residential school experience. • Experience of working with and developing links with the community.
Leadership Skills	<ul style="list-style-type: none"> • Evidence of highly effective teaching • Be capable of setting and achieving ambitious goals for students and staff • Demonstrate strategic thinking and leadership, a commitment to creativity, innovation and the use of new technologies • Experience of leading CPD including staff meetings and when appropriate providing support to colleagues who are required to organise staff meetings. • Have the ability to build relationships with the governing body and parents • An effective decision maker able to initiate, implement and monitor policies and practices 	<ul style="list-style-type: none"> • Knowledge of the role of the governing body • Evidence of having successfully translated vision into reality at whole school level

	<ul style="list-style-type: none"> • The ability and skills to mentor, challenge, influence and motivate others to attain high goals • Have experience of promoting principles and practice of effective teaching and learning • Experience of overseeing the delivery and development of part of the school curriculum • Experience of observing and feeding back to staff on teaching and learning in order to ensure continuous improvement of the teaching and learning across the academy • Ensure health and safety of self and others 	
Decision Making Skills	<ul style="list-style-type: none"> • Ability to investigate, resolve problems and make decisions • Collect and weigh evidence, make judgements and take decisions in line with good educational practice • Think creatively and imaginatively to solve problems and identify opportunities 	
Communication Skills	<ul style="list-style-type: none"> • The ability to communicate clearly and take into account, where appropriate, the views of others. • Effectively communicate orally and in writing to a range of audiences • Excellent intercommunication skills with the confidence to proactively form new and varied professional connections within the field of specialist education. 	

<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Knowledge of national educational standards and expectations • Substantial knowledge and understanding of teaching and learning at KS3/KS4 • Knowledge of special educational needs. • Knowledge of governance at national, local and school level. • Knowledge and understanding of data analysis, ability to use data to set targets for improvement and evaluate an action plan in relation to those targets. • Energised by tracking and analysing progression data and qualitative examples of impact. • Confident in department or curriculum self-evaluation. • Up to date knowledge & understanding of the current national education agenda. • Understanding of how children with MLD/SPLCN learn and effectively apply their learning. • Understanding of the contribution of the school to the community. 	<ul style="list-style-type: none"> • Understanding of the management requirements of an academy.
<p>School Ethos</p>	<ul style="list-style-type: none"> • Be able to demonstrate an understanding of the Headteacher's responsibility for child protection and Safeguarding. • Capacity to influence others • Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development. • Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education 	
<p>Personal Attributes</p>	<ul style="list-style-type: none"> • Adaptability to changing circumstances & ideas • Self-awareness, a reflective practitioner who embodies professional habits of integrity and is able to take steps to regulate themselves and remain calm under pressure. • Energy and enthusiasm 	

This school is committed to safeguarding and promoting the welfare of children which will be reflected throughout recruitment. The selected candidate will be required to provide suitable references and undergo an enhanced Disclosure and Barring Service (DBS) check before taking up the post.