

Head of School Designate Candidate Pack



Grand Union
Village School



Grand Union Village School will open in September 2025. It will be a primary school for children with severe learning disabilities and complex needs including ASD.

It will be a welcome and valued member of the Eden Academy Trust family of schools.

Contents

Welcome to Grand Union Village School

Our vision

How we learn

Our progress

A member of the Eden Academy Trust

Vision, mission and value statements

Our family of schools

How we work together

Head of School

Job description

Person specification

Welcome to Grand Union Village School

Grand Union Village will open in September 2025. We are seeking a Head of School designate who would start in January 2025, part of the role for the successful applicant will be working with the free school project team on the opening of Grand Union Village and Pinn River Schools.

Grand Union Village will be a primary school for students between 4 and 11 years old with severe learning disabilities (SLD), profound and multiple learning disabilities (PMLD) and autistic spectrum disorders (ASD). Some of the students may also have additional sensory or physical impairments or challenging behaviour. All students will have an EHCP plan. There will be 80 students on roll.

At Grand Union Village School, we aim to provide the best possible education outcomes for our students. Grand Union Village School is a new, purpose-built special school with additional facilities including a hydrotherapy pool and built in rebound trampoline. The school is designed around four distinctive hubs; each hub having a central area with learning spaces, and 1:1 small group rooms off these areas. This model of intervention will be delivered by a multi-professional team of education and therapeutic staff who will provide an individualised approach for each pupils. All our students have a personalised learning programme to help them achieve their best. We use this to adapt our curriculum to meet their individual needs.

Our vision

Culture

We will respect and value everyone, we will support pupils and staff to feel proud of themselves and the school. The school will identify as an inclusive environment where everyone has the opportunity to thrive.

Environment

We will provide a consistent and accessible specialist learning environment that is flexible to meet individual needs to allow creativity and adaptation to individual requirements. Our learning hubs will provide a secure base from which pupils can explore and develop their skills, supported by specialist staff.

Curriculum

The curriculum will bring together all elements of a pupil's educational, developmental and therapeutic needs. The curriculum and assessment systems will be structured in order to enable all pupils to access the next step of their journey through the school. This will be supported through a multi-professional approach of integrated therapy and educational interventions.

How we learn

At Grand Union Village we will build on our significant experience and expertise to deliver provision in an innovative way to ensure students learn to the best of their ability. We will adapt our pathways with specialist strategies, activities and resources, personalise timetables and organise classes in different ways to suit our individual students' needs. The new school is designed to provide the highest quality of provision for all pupils.

The school design is based on a series of hubs that radiate out from their prescribed age zones and incorporate centralised therapy intervention throughout the day. Each hub will receive input from therapists, such as physiotherapists, speech and language therapists, creative therapists, occupational therapists; we aim to incorporate therapy programmes into all of the activities throughout the day.

The learning approach is based on open plan, key stage linked, learning zones adjacent to cellular activity spaces. This enables the greater permanence and constancy of space settings, reducing occupant anxiety levels, reducing the opportunity for distraction and improving attention spans. This then also encourages pupils to associate the types of activity they are undertaking with the different space types more closely, positively reinforcing learned behaviour.

Each learning Hub has approximately 20 pupils, with two teachers, an HLTA, and eight or nine LSAs. This ensure that small groups can work with a high ratio of staff. We make it our priority to ensure that our students are in a stimulating, nurturing and safe environment, and all of their needs, including physical and medical needs are met, in order to enable them to access learning, achieve and thrive.

Students who may have challenging behaviour work with familiar and experienced staff who are able to help them achieve their very best. The day is highly structured, so students become familiar with their routine.

Our progress

Recent development at Grand Union Village School:

- The building for **Grand Union Village School** was completed in September 2023.
- The Grangewood School community has now moved into the Grand Union Village School building so that building work for Pinn River School can take place on the old Grangewood School site.
- We expect Pinn River School and Grand Union Village School to both open in September 2025, depending upon the progress of the building works.
- Grangewood School will then close and parents will be consulted over whether they wish their child to remain at the Grand Union Village School location or transfer to Pinn River School.
- Pupils currently educated at Sunshine House setting and Pinkwell satellites may also transfer to Grand Union Village in September 2025 depending on where in they live.

Grand Union Village
School will be a
member of the Eden
Academy Trust family
of schools.



Eden Academy Trust's vision

The Eden Academy Trust will create centres of educational excellence where our pupils will achieve exceptional outcomes.

Through collaboration and partnership, we work:

- to raise the standards and achievements of all pupils across the Trust
- to develop consistency and cohesion of provision across the age range regardless of need
- to enhance the capacity and strategic development of therapeutic and support services across the Trust
- to provide extended and focused support for families across the Trust
- to enhance the professional development opportunities for staff across the Trust
- to develop the range of expertise and support services available to other schools, establishments and individuals within the community
- to provide a vision and strategy for the development of pre-school and post school opportunities for our pupils
- to become a groundbreaking and cutting-edge leader in the development of the best practice for children and young adults with learning disabilities.

Eden Academy Trust mission

The Eden Academy Trust will be a national leader in special education.

Our mission is to draw on the individual strengths of each school to build good practice and ensure that outstanding teaching and learning is at the heart of everything we do.

Pupils will achieve excellent academic outcomes in a safe and nurturing environment and be empowered to make decisions about their lives and their contribution to society.

We will nurture our staff professionally.

We will create positive relationships with our parents and the wider community.

Eden Academy Trust value statements

The Academy Trust and schools all follow the same values:

Inclusion – a voice for everyone and everyone is heard

Focus – children & young adults at the core of all we do

Collaboration – together we are stronger

Quality – excellence through innovation, creativity and continuous improvement

Integrity – transparency and fairness in all we do

The Eden Academy Trust is at the forefront of special needs education. We are a family of schools that places children at the core of all we do. By being part of an Academy Trust and working together, each school, every child and their family benefit from an enhanced range of provision, services and support including:

- skilled and experienced staff
- high quality facilities and resources across our schools
- co-ordinated family services including after-school and holiday clubs
- access to a large team of creative and physical therapists.

Eden Academy Trust family of schools

	<p>Alexandra School is a primary school, located in Harrow, for pupils with more complex, moderate learning disabilities, sometimes associated with behavioural, emotional, social, communication, physical or sensory needs.</p>
	<p>Cumbria Academy for Autism is a primary and secondary special school for pupils with Autism in Workington, Cumbria.</p>
	<p>Grangewood School is a primary school for pupils with severe learning disabilities and physical and complex needs, including ASD. <i>Grangewood School is temporarily using the Grand Union Village School site while Pinn River School is built</i></p>
	<p>Hexham Priory School is a community special school in Hexham, West Northumberland, for pupils aged 2-19 years old who experience severe or profound and multiple learning disabilities.</p>
	<p>James Rennie School is a community special school for pupils aged 3-19 who have severe or profound learning disabilities and live in the North of Cumbria.</p>
	<p>Moorcroft School is a purpose-built secondary special school, based in Uxbridge, for students with severe learning disabilities, profound and multiple learning disabilities and ASD.</p>
	<p>Pentland Field School is a special school in Ickenham for pupils aged 4-19 with a broad range of moderate to severe learning disabilities, and who have associated speech, language and communication difficulties.</p>



Sunshine House is a specialist education setting for pupils with multi-sensory impairments, aged 3-14 from Eden's Grangewood and Moorcroft Schools.



Eden Pinkwell Satellites is an extension of primary classes from Grangewood School and secondary classes from Moorcroft School based at Pinkwell Primary school. This provision was set up to provide additional places while the two new free schools were being constructed.

Trust-Wide Roles

We have also structured a range of Trust-wide roles and responsibilities that function across all our schools to ensure consistency and best practice. These are:

- Asset management including health and safety
- Finance
- Human resources
- Governance and policy
- Marketing and Communications
- Professional Development and Support
- Safeguarding

Job description – Head of School

Accountable to:	Executive Headteacher
Salary:	L16 to L20 (£72,144- £ 79,076)
Core purpose:	<p>To provide dynamic and professional leadership for the school which secures its success, ensuring a high-quality learning environment for all its students that results in exceptional standards of learning.</p> <p>To inspire, challenge and motivate all members of the school community to carry forward our vision.</p>

Pupils

- To oversee the delivery of a diverse and inclusive curriculum which, while following statutory guidance, is responsive to the needs of individual students.
- To assess, monitor and evaluate the quality of planning, teaching and of learning outcomes, promoting improvement strategies as necessary.
- To ensure there is a continuous focus in the school on student achievement, effectively using data and national benchmarks to monitor the progress of every student's learning.
- To ensure the safety and wellbeing of all students through strict adherence to local and national safeguarding procedures and policies.
- To promote all student's enjoyment and progress in learning, leisure and personal development.
- To ensure, through the annual review process, that the education, health and care plan (EHCP) remains accurate and reflects current needs of the students and that provision is in place to meet those needs.
- To support the consistency of approaches to maintaining and improving levels of attendance.
- To work with extended family services to ensure that a programme of enrichment opportunities is provided for all students.
- To ensure students' needs are met by the provision of a range of age and needs appropriate contexts. This will include opportunities to integrate into appropriate peer groups at other schools and/or colleges where appropriate.
- To work collaboratively with staff, parents and students to develop and sustain high standards of behaviour.
- To ensure that the therapeutic provision across the school is developed and promoted as an integral part of the school's overall provision.
- To liaise with health professionals to oversee the implementation of effective health care of all students.

Parents and Carers

- To promote effective partnerships between school and parents through a supportive ethos in which parents feel welcomed and valued.
- Effective transitions across the key stages and transitioning in and out of the school
- Facilitating the annual review process, progress meetings and other essential parental consultation meetings.
- Supporting parents in accessing the support services and allowances to which they are entitled.
- Ensuring that regular and effective channels of communication are open between parents and school.
- Encouraging parents to take an active role in their children's learning and development through regular opportunities to attend meetings, workshops, consultations with staff and meeting other parents.
- Promoting extended family services across the Trust.
- Ensuring that the view of parents is sought on a regular basis and acted accordingly.
- Ensuring that there is a wide range of high-quality services for families to support them with the daily challenges they face.

Staff

- To create an environment in which staff feel valued, supported, and appreciated
- To work with Trust leads to recruit and retain a high-quality staff team.
- To monitor teaching and learning within the school, including lesson observations and feedback to support a consistent approach and effective performance across the whole school.
- To provide new staff with a comprehensive and supportive induction package.
- To manage attendance in line with agreed procedures.
- To manage any staffing issues on a day-to-day basis.
- To manage disciplinary and grievances procedures in accordance with the Trust's published policies.
- To ensure effective communication across the school including staff meetings, department meetings, team meetings and briefings and ensure appropriate minutes are kept.
- To organise the whole school timetable each year.
- To set classes and staffing on an annual basis.
- To liaise with the multi-professional teams to ensure appropriate provision for all students.
- To co-ordinate the management of all placements in the school.
- To co-ordinate CPD throughout the school to ensure all staff have access to advice, support and training appropriate to their needs, job description and the requirements of the school.
- To create a system and structure whereby staff are enabled to select and pursue a career path within the school and the Trust.
- To model and uphold standards of professional behaviour which support effective teaching and learning and the development of all staff.
- To implement a high-quality performance management system in accordance with Trust guidelines.
- To monitor teaching and learning across the school.

Community

- To ensure the vision and values of the school are clearly presented to all stakeholders.
- To promote knowledge and awareness of the school across the local and wider community.
- To ensure the school presents a student-centred and professional image using high-quality information and marketing communication.
- To support the establishment of sponsorship arrangements with local companies to promote and develop opportunities for the students.
- To establish and promote the school as a provider of high-quality training and development.
- To develop international links through a range of training and development initiatives.

Leadership and Management

- To be accountable to the Executive Headteacher, Regional Director South, Director for Schools and Educational Services, Chief Executive Officer and Trustees of the Eden Academy Trust for the clearly defined and agreed responsibilities and accountabilities relating to the day-to-day leadership and management of the school.
- To ensure the day-to-day management structures, systems and processes work effectively in line with key priorities of the Trust.
- To support the Executive Headteacher, Regional Director South, Director for Schools and Educational Services, Chief Executive Officer, Trustees of the Eden Academy Trust and the Local Advisory Board in ensuring that the vision, ethos and direction of the Trust is clearly articulated, shared, understood and acted upon effectively by all stakeholders.
- To play a leading role within each school in translating the Trust's vision into strategic plans which will promote school improvement and better outcomes for all students.
- To provide strong and fair leadership for the whole school community.
- To ensure that all policies are accessible, reviewed and acted upon.
- To ensure the effective deployment of staff and resources within the school and the Trust in liaison with the other Headteachers and Heads of School.
- To ensure that health and safety and risk assessment procedures are followed rigorously and that safe working practices are adopted by all staff.
- To manage partnerships with other local communities and agencies to provide better outcomes for students and their families.
- To ensure that all safeguarding procedures are understood and adhered to and that all staff, local advisory board members and volunteers receive appropriate training.
- To have an overview of how the school is functioning at any given time and to manage any necessary organisational change effectively.

All the above descriptors are subject to change at the discretion of the Executive Headteacher and will be reviewed annually as part of the Head of School's performance management process.

Person Specification – Head of School

	Essential	Ways in which assessment will take place	Desirable
Qualifications	<p>Degree or equivalent.</p> <p>Qualified Teacher status.</p> <p>Evidence of continuous INSET and commitment to further professional development.</p>	Application form	<p>NPQH (National Professional Qualification for Headship).</p> <p>Additional qualifications related to school management and/or SEN.</p>
Experience	<p>Minimum of five years' experience of teaching at Primary or Secondary School level as a qualified teacher.</p> <p>A minimum of two years' senior leadership experience in an SEN setting.</p> <p>A track record of raising whole school standards</p> <p>Working in partnership with parents.</p> <p>Leadership of a curriculum area or another assigned area of the school to support teaching and learning.</p> <p>Experience of mentoring teachers to improve and of tackling underperformance.</p> <p>Experience of managing change.</p>	Application form	<p>Teaching students with special educational needs.</p> <p>Working with parents of students with special educational needs.</p> <p>Managing a department or section that supports students with special educational needs.</p> <p>Experience as a Designated Safeguarding Lead (DSL).</p>

Knowledge and understanding	<p>Strong knowledge and understanding of high-quality safeguarding and child protection procedures and processes.</p> <p>What represents good and exceptional teaching and learning.</p> <p>Thorough knowledge and understanding of standards that students need to achieve by the end of each Key Stage in relation to their specific learning needs.</p> <p>The theory and practice of providing effectively for the individual needs of all students, e.g. classroom organisation and learning strategies.</p> <p>The monitoring, assessment, recording and reporting of students' progress.</p> <p>Ability to analyse and interpret data to support the setting of challenging targets.</p> <p>Pedagogical strategies for meeting the needs of students with varying degrees of Special Educational Needs.</p>	<p>Application form and interview</p>	<p>How to work alongside other schools to sustain improvements.</p> <p>Knowledge and understanding of the needs of students with SEND.</p> <p>Knowledge and understanding of the appropriate strategies to meet the needs of students with a range of special educational needs.</p> <p>Knowledge and understanding of the appropriate communication systems to meet the needs of students with severe learning difficulties.</p>
------------------------------------	--	---------------------------------------	---

Skills	<p>Promote the school's aims positively and use effective strategies to monitor staff well-being.</p> <p>Use a range of leadership styles for a range of situations.</p> <p>Set high expectations for staff and students to achieve.</p> <p>Work collegiately to secure sustained improvements across the school.</p> <p>Develop good personal relationships within a team.</p> <p>Establish and develop close relationships with parents and the community.</p> <p>Communicate effectively, both orally and in writing, with a variety of audiences.</p> <p>Create a happy, challenging and effective learning environment.</p> <p>Prioritise, plan and organise.</p> <p>Work as part of a team and as a team leader.</p> <p>Confident in using technology.</p>	<p>Application form and interview</p>	<p>To develop strategies for creating community links.</p> <p>A good understanding of coaching as a means of promoting performance.</p> <p>An ability to delegate tasks and distribute leadership where appropriate.</p>
Personal characteristics	<p>Good organisational and time management skills, with the ability to meet deadlines.</p> <p>Enthusiasm and approachability.</p> <p>Ability to motivate colleagues.</p>	<p>Application form and interview</p> <p>Application form and interview</p>	

	<p>A commitment to continuing personal and professional development.</p> <p>Able to demonstrate initiative.</p> <p>Ability to manage pressure of own work and the work of others.</p> <p>Emotional resilience in working with challenging behaviours.</p>		
--	---	--	--