



Grange Academy Head of School

Bedford Inclusive Learning and Training Trust

Application Pack

Specialist, Collaborative, Dynamic & Aspirational

Grange Academy

Welcome message from the Chair of the Local Advisory Board Gill Lake

Thank you for your interest in the post of head of school at Grange Academy.

Grange Academy is a special school for learners aged between 5 and 16 with a complex range of needs including moderate learning difficulties and autism. The school became an academy in 2013 and joined Bedford Inclusive Learning and Training Trust (BILTT) in September 2017.

This is an exciting opportunity for an outstanding leader to enable the committed staff of Grange to drive the best possible progress and development for its pupils.

As well as having the full and active support of the Local Advisory Board (LAB), the school benefits from the breadth and depth of support that comes with being part of BILTT.

We are proud of the school's success over the past years, but we are not complacent. We are keen to continue to improve further to become an outstanding school. In order to achieve this we require an outstanding head of school, who has a passion for outstanding teaching and learning and who wants to work in a vibrant and fully inclusive school that is innovative in its approach to education.

Our website <https://grange.beds.sch.uk/> provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information. We very much look forward to receiving applications from candidates whose knowledge, skills and experience can enable our pupils to make outstanding progress from their starting points.



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Grange Academy
Head of School



Job Description

Job Description

Head of School Grange Academy

Job Title Head of School Grange Academy	
Reports To: Executive Principal/CEO, Chair of Local Advisory Board and Trustees	Salary Scale: Leadership L16 to L22 £61,166 - £70,745 pa
Purpose of the post: To provide professional vision and leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and outstanding standards of learning and achievement.	

Key responsibility areas

- Strategic leadership and management
- Leadership and management of pupils' attainment and progress
- Leadership and management of staff
- Leadership and management of the curriculum
- Leadership of teaching and learning and attitudes to learning
- Strategic leadership of safeguarding and child protection
- Financial and resources leadership and management
- Management and control of risk
- Management of resources and premises
- Leadership and management of the Academy within its community

Strategic direction and development

The head of school will:

- Develop and communicate a clear strategic vision in close collaboration with all key stakeholders
- Motivate and empower others to carry the vision and values of the Academy forward

- Implement, manage and resource Bedford Inclusive Learning and Training Trust (BILTT) policies and develop school-based policies and procedures consistent with BILTT guidelines
- Ensure the statutory requirements, the decisions of the Trust and its Local advisory Board (LAB) and the needs of the pupils, their parents/carers and the community are met
- Manage a complex organisation effectively and ensure the successful implementation of developmental, and sometimes radical, change
- Work in harmony with BILTT, LAB members, local schools and Academies and other partners as appropriate
- Ensure compliance with legislation and school and trust policies
- Promote equality, diversity and inclusion
- Produce robust strategic plans that determine aspirational long-term goals

Quality of Education

The head of school will:

- Determine, organise and implement a relevant broad and balanced curriculum for the school, having regard to the needs, experiences, interests, aptitudes and stage of development of the pupils and the resources available to the school
- Provide a motivational curriculum underpinned by e-learning technologies, cultural capital, Grange and Unicef values
- Ensure that the curriculum appropriately matches the diverse and individual needs of all pupils
- Ensure pupils receive learning and support in compliance with their statements or Education, Health and Care Plans
- Achieve a sense of harmony through the effective management of pupil behaviour and attitudes to learning
- Involve pupils in the decision-making processes in the Academy by developing policies and practices that treat pupils as partners in the learning process
- Lead and manage pastoral care, pupil welfare, safeguarding (including e-safety) and anti-bullying procedures effectively
- Maintain effective assessment, recording and reporting systems of pupil progress, ensuring evidence is appropriate for supporting improvements and for Ofsted
- Maintain high expectations for pupil achievement especially where there is social deprivation
- Monitor and evaluate the curriculum for both quality and value for money
- Ensure high levels of consistent pupil attendance to promote high achievement
- Promote the Academy's commitment to child protection and safeguarding
- Enable clear strategic direction and development
- Ensure all pupils swiftly develop their understanding of British Values and make outstanding progress in their SMSC development.
- Evaluate the standards of teaching and learning in the school, and ensure that proper standards of professional performance are established and maintained
- Ensure continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning
- Use this data continuously to support and improve standards

Leading and managing staff

The head of school will:

- Lead on the recruitment, selection and retention of teaching and support staff
- In partnership with the Executive Principal of BILTT, lead on recruitment of senior staff
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels
- Optimise the contribution of all staff to ensure excellent quality of staff education and learning, to improve the quality of education
- Manage performance and lead on appraisal, utilising all staff by ensuring their professional development
- Create and maintain good working relationships among all members of the Academy community
- Promote the Academy ethos in which the highest achievements are expected from all members of the Academy community

Efficient and effective use of resources

The head of school will:

- Work directly with BILTT's Director of Finance and Operations and consult with the Local Advisory Board (LAB) on the formulation of the annual budget in order that the Academy secures its objectives
- Work with the local authority/outside authorities to ensure provision is well matched to funding as per pupil EHCPs
- Plan, manage and monitor Academy effectiveness within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control
- Ensure effective use of funding streams, to ensure impact on learning and achievement
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements
- Ensure that the allocation and use of accommodation provides a positive learning environment that promotes the highest achievement for all
- Monitor and evaluate overall provision for value for money
- Seek to ensure highly effective physical and learning resources for the Academy
- Ensure the health and safety of all children, staff, parents/carers and visitors

Accountability

The head of school will:

- Work closely with and report to the Executive Principal of BILTT
- Work collaboratively with the Chair of Grange Academy LAB
- Secure a positive working relationship with the LAB
- Provide information, objective advice and support to BILTT to enable it to meet its statutory responsibilities
- Present a coherent and accurate account of the Academy's performance in a form appropriate to a range of audiences, including parents/carers and pupils
- Ensure that parents/carers and pupils are well informed about curriculum achievement and progress, and are able to understand targets for improvement
- Develop and encourage effective relations between the Academy and the wider local community, including Bedford Borough Council
- Work closely with other Academies within BILTT
- Work with other schools and partners, locally, nationally and internationally, as appropriate

BILTT is committed to safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment. The post is subject to satisfactory references, enhanced DBS & health clearance

The job description will be reviewed by the Executive Principal and LAB annually to ensure the best possible arrangements are in place to sustain improvements.





Grange Academy
Head of School



Person Specification

Person Specification

Person Specification: Grange Academy Head of School

A leader committed to enabling outstanding progress and development for all.

Essential on appointment	Desirable, but could be gained after appointment
<p>Qualifications</p> <ul style="list-style-type: none"> • Qualified Teacher Status • NPQH or equivalent (working towards or acquired) 	<ul style="list-style-type: none"> • An advanced qualification in the education of pupils with additional and/or complex needs • NPQSL (working towards or acquired)
<p>Teaching experience</p> <ul style="list-style-type: none"> • Substantial and recent experience of teaching pupils with special needs, including autism, to a high standard • Experience of working effectively with young people who present with a range of challenging behaviour • Successful experience of curriculum development and a sound knowledge of the issues associated with choice and flexibility needed to meet a personalised agenda <p>Professional skills</p> <ul style="list-style-type: none"> • Proven ability to demonstrate and lead outstanding classroom practice, including innovative curriculum development • Proven ability to use assessment effectively to inform pupil progress and to analyse data to help the target setting process • Evidence of successful inter-agency and multi-agency partnership working, including with parents/carers • Experience of developing, implementing and evaluating curriculum change and school policies 	<ul style="list-style-type: none"> • In-depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a school • Has successfully undertaken Designated Safeguarding Lead training

<p>Leadership and management</p> <ul style="list-style-type: none"> • Evidence of successful and recent experience in a senior leadership and management role in a school setting • Evidence of successful joint strategic leadership with a governing body • Proven ability in building and leading a staff team, including a dynamic Senior Leadership Team • Evidence of successful experience in developing initiatives and managing substantial cultural and operational change • Evidence of highly effective leadership of school improvement planning and school self-evaluation processes, including appraisal, formal monitoring and reporting to governors • Evidence of effective delegation and distribution of leadership to staff and effective follow-up to ensure tasks are completed to a high standard • Ability to analyse situations, prioritise and to help to implement realistic, sometimes innovative, solutions in a timely manner • Proven ability to robustly tackle staff under-performance • Proven successful experience of school self-evaluation and accountability and the school improvement process • Commitment to developing staff who have the necessary skills and knowledge to raise standards, promote equality, respect diversity and challenge stereotypes to promote the rights of young people • Proven ability to manage conflict with pupils, staff and parents/carers • Experience setting targets and coaching staff to achieve targets 	<ul style="list-style-type: none"> • Evidence of innovative and creative work with parents and carers and wider community • Recent experience of Ofsted inspections and/or monitoring visits • Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution • An understanding of strategic financial planning in relation to its contribution to school improvement, curriculum development and pupil achievement
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Essential on appointment	Desirable, but could be gained after appointment
<p>Knowledge</p> <ul style="list-style-type: none"> • Successful experience in monitoring and evaluating teaching and learning and the curriculum • Knowledge and experience of current good practice and developments in special education and mainstream provision, including Ofsted frameworks and requirements • Knowledge of how the curriculum can guide sequential planning, including managing the transition to a revised, refreshed and creative curriculum 	<ul style="list-style-type: none"> • Particular strengths and/or interests in certain SEND areas • Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems

<ul style="list-style-type: none"> • Knowledge and understanding of the opportunities provided by various post-16 pathways and destinations, including the FE sector, traineeships and apprenticeships • Knowledge of successful practice in relation to the teaching of pupils with ASD • Knowledge of how to promote independence and advocacy skills in children and young people with a range of special needs, including ASD • Knowledge of how to provide effective pastoral support for different groups of pupils, including deep knowledge of positive behaviour support and effective approaches to supporting young people's emotional wellbeing and mental health • Knowledge of current best practice and initiatives in relation to Safeguarding and Child Protection, including the most recent and high-profile national agendas • Commitment to own continuing professional development 	
<p>Personal skills</p> <ul style="list-style-type: none"> • Develop and communicate a clear strategic vision for school improvement allied to a well-articulated plan of action • Generate enthusiasm for new ideas in both pupils and staff, and inspire others with confidence and professional autonomy • Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing with a wide range of audiences including pupils, staff, parent/carers, governors, the local authority and the community • Have integrity, a professional manner and command respect and support from the school community • Have strong interpersonal skills and emotional resilience including the ability to persuade and influence • Demonstrate care and concern for all members of the school community • Proven ability to lead a dynamic team to deliver the overall ambitions of a school • Proven ability to learn and grow within the position and an open attitude to continuous improvement • Demonstrated resilience in difficult circumstances and ability to problem solve whilst bring pupils and staff along that journey 	

BILTT is committed to safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment. The post is subject to satisfactory references, enhanced DBS & health clearance.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any convictions, cautions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

DBS Required (please indicate the legal reason for DBS – if in doubt discuss with HR)	<input type="checkbox"/> Not applicable for this post <input checked="" type="checkbox"/> Direct supervised or unsupervised contact with children or vulnerable adults <input type="checkbox"/> Working within Fostering & Adoption Service (Any post) <input checked="" type="checkbox"/> In a position of authority/trust <input type="checkbox"/> Other e.g.: auditors, solicitors
Work Related Travel (please indicate as appropriate)	<input type="checkbox"/> Occasionally required (ie to travel to bank, other sites etc) <input checked="" type="checkbox"/> Ability to travel around the county <input type="checkbox"/> Provide car for business use
Health & Safety Risk Assessment (please indicate which are applicable)	<input type="checkbox"/> Regular Manual Handling activities <input checked="" type="checkbox"/> Regular exposure to mental pressures and demands <input checked="" type="checkbox"/> Visual Display Equipment – regular use <input type="checkbox"/> Exposure to substances hazard to health <input type="checkbox"/> Exposure to infection <input checked="" type="checkbox"/> (occasional risk) Risk of verbal abuse <input checked="" type="checkbox"/> (Unlikely, but some children are unpredictable) Risk of physical assault <input checked="" type="checkbox"/> Working alone <input type="checkbox"/> Adverse environmental conditions <input type="checkbox"/> Use of dangerous machinery <input type="checkbox"/> Driving PSV/HGV vehicles





Ethos and Culture

- Safeguarding of all our pupils, students and staff is paramount.
 - We will have the highest expectations of our pupils, promote their independence and support them to make healthy & successful lifestyle choices.
 - Our pupils and students have a voice and the right to be heard.
 - We will build effective relationships with our pupils and use our skills to build their self-esteem.
 - We will all share responsibility in our endeavours to improve the literacy and numeracy skills of our pupils.
 - We will ensure we differentiate and personalise our curriculum offer to optimise the results for each pupil and student.
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- We will pursue excellence in all its forms and expect the highest professional standards of each other.
 - We are committed to developing our knowledge, skills and expertise as individuals and as a team.
 - We will work with integrity in all that we do.
 - We will create time and space to reflect on our practice and share our learning.
 - We are solutions driven, optimistic and forward looking.
 - We are free to propose ideas without fear of failure.
 - We will encourage creativity in our problem solving.
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- We will not tolerate prejudice. Equality of opportunity is crucial – we will not discriminate against anyone in our community.
 - We recognise that we are all on a journey with our pupils and students and the success of our interventions may not be immediate.
 - We will ensure that we treat everyone in our community with respect.
 - We will always embrace challenges, acknowledge errors and work positively together to identify and deliver solutions.
 - Our communication must be open, transparent and effective.
 - We will work collaboratively with our community of schools, families and outside agencies – we recognise everyone has a voice.
 - We will value the contribution and presence of everyone in our community.

Specialist, Collaborative, Dynamic & Aspirational



For Our Pupils

- You have the right to be kept safe and a responsibility to recognise this applies to everyone in our community.
 - You have the right to a welcoming learning environment. You can help us to keep it that way.
 - You are on a journey – the school will support you.
 - Staff will always work with you to realise your abilities and potential. We will all share the highest expectations of everyone in our community.
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- You believe that there is no limit to what you can achieve – believe it, realise it and action it.
 - You understand your potential and your ability to make well considered and healthy lifestyle choices.
 - You know that you have a voice and a right to be part of the decisions that affect you.
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- We all believe in a tolerant environment where diversity is valued.
 - You have the right to talk to someone if you feel that you have been treated unfairly.
 - You understand that there are always consequences to what you say and what you do – these can be positive as well as negative.
 - We will all recognise that no one is perfect. Mistakes will be made. It is about how you learn from these mistakes and move-on.
 - Every member of this community will reflect on their actions and words. We are to be compassionate enough to apologise if appropriate.
 - You recognise that, whatever happened today, tomorrow is another day with the opportunity of a fresh start.





Our Vision / Statement of Intent

Our vision is to build a partnership of schools that will provide outstanding outcomes for our valued cohort of young people both inside the classroom and in the wider community. Our absolute focus is on world class, personalised provision delivered by highly trained, skilled, knowledgeable and dedicated teams of professionals who are relentless in their pursuit of excellence.

We believe in a culture that is inwardly reflective and outward looking with a clear emphasis on building strong capacity to deliver excellence in all its forms. Our emphasis on widening and broadening skills extends to all our partners in the community. We believe in supporting our pupils and their families.

We stand by our key values of **Integrity, Partnership, Community, Knowledge** and **Growth**. We are dedicated to ensuring our schools' core curriculum, governance, leadership and communications support these values.



Specialist, Collaborative, Dynamic & Aspirational

GRANGE ACADEMY
HALSEY ROAD, KEMPSTON, BEDFORDSHIRE MK42 8AU

Head of School

Salary: L16 to L22 (£57,077 - £66,017)
January 2021 start

Are you the next Head of School to lead our school in the next stage of our development?

Grange Academy is a special school for learners aged between 5 and 16 with a complex range of needs including moderate learning difficulties and autism. Grange was judged to be Good with Outstanding Leadership and Management in July 2017 by Ofsted. We are looking for an inspirational leader who can take us through those final steps to achieve outstanding in all areas. We are part of a local multi academy trust (MAT) of special schools called Bedford Inclusive Learning and Training Trust (BILTT). BILTT have been successful in the bid to sponsor the new Special Free School in Bedfordshire.

Our current Head of School has guided the School to very high standards over the last four years and is leaving now to take on the role of Executive Principal/CEO for BILTT. Her successor will be an experienced Head or Deputy Head.

This opportunity is for somebody very special - someone who:

- promotes the key values of integrity, partnership, community, knowledge and growth
- has a passion for enabling outstanding teaching and learning, in an environment where diversity is valued, and equality is key
- has a proven track record of leading a dedicated team of professionals who are relentless in their pursuit of excellence
- is committed to working in partnership with families; putting the child at the centre of what we do, ensuring the voice of the child and family inform our practice
- cherishes knowledge and understands the importance of curriculum
- is an innovator and strategist, a natural leader who is also a team player
- is able to create the vision to be overall outstanding - working with pupils, parents, community and teachers to deliver this
- is a skilful communicator with the vision and passion to place our pupils' needs and wellbeing at the heart of everything they do.

You will have excellent inter-personal skills and an in-depth knowledge of Ofsted requirements and how this relates to a special school. You will be able to manage people well and work closely with those around you. You will lead your staff team by example and link in with all stakeholders in an effective and professional way. You will model excellence and demonstrate a clear commitment to the school and its communities. Your expertise and enthusiasm for education and the difference it makes to the lives of children and families will be evident each day, in all that you do.

You will be a visionary school leader who can build on our successes so far and continue to move us forward.

We can offer you a supportive, dedicated and aspirational staff team along with pupils who are eager to do well. Our stable and dedicated staff team will welcome courageous leadership and work to provide the best opportunities they can. Grange pupils really enjoy the huge range of activities offered and will undoubtedly respond enthusiastically to further developments. With support from our Local Advisory Board, you'll have the opportunity to continue to develop a broad, deep and rich curriculum that our pupils will love.

Numbers on roll are increasing and we are keen for this trend to continue. We are determined to ensure that our pupils are interested, engaged and motivated in their learning. Our school is a safe, lively, happy and purposeful place to work and learn, reflective of a rich curriculum and positive relationships.

Our Grange Values, coupled with our UNICEF values, underpin everything we do at our school. We work together as a community, within BILTT, to ensure success. We foster and celebrate our supportive links with each school in the Trust. Grange has an excellent track record of staff coaching, training, leadership development and mentoring.

If this advert appeals to you and you have a strong commitment to improving the lives of all young people, a visit to the school is highly recommended, as is an informal chat with BILTT's Executive Principal/CEO.

BILTT is committed to safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment.

The post is subject to satisfactory references, enhanced DBS & health clearance.

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How to apply

Please complete the separate application and monitoring form. **In addition**, you are asked to provide a **personal statement of no more than 2 A4 pages** detailing:

- Why the post attracts you.
- What is your plan to move Grange Academy from Good to Outstanding.

The Application Form and further details can be downloaded from Grange Academy's website <https://grange.beds.sch.uk/> or by emailing bernice.russell@biltt.org

We hope to be able to offer visits to Grange Academy in the Autumn Term, during non-contact time (due to Covid). Arrangements can be made to have an informal discussion with the Executive Principal and/or Chair of the Local Advisory Board at a mutually convenient time. Please email bernice.russell@biltt.org with your telephone contact details to arrange this.

Completed application forms should be emailed to: Bernice Russell, HR Manager for BILTT, bernice.russell@biltt.org by **9.00 am on Monday 4th October 2021**.

Or sent by post to:
Mrs B Russell
HR Manager BILTT
Grange Academy
Halsey Road
Kempston
Beds
MK42 8AU

Closing date for all applications is 9.00 am on Monday 4th October 2021

Assessments and Interviews will be held between 20th & 22nd October 2021.

The post is subject to Enhanced DBS Clearance, Health Clearance and satisfactory references.

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We look forward to hearing from you.

