



Headteacher Vacancy

Information for applicants

BEAUFORT SCHOOL



Email: recruitment@beaufort.bham.sch.uk

Headteacher

Group 4. Leadership Group Pay Range: L14 - L27 (£68,586 to £93,400)

Beaufort School
Stechford Road
Hodge Hill
Birmingham
B34 6BJ
Tel: 0121 675 8500

Chair of Interim Executive Board: Barry Hunt



Beaufort School is a Primary Special School for pupils aged 3 to 11 years and currently has 94 pupils on roll.

Headteacher Recruitment Statement

We are seeking an inspirational and experienced leader with a strong background in special education, ideally as a Headteacher or Deputy Headteacher, to lead our dedicated and passionate team. This is an exciting opportunity to take our over-subscribed, highly valued school into the next phase of its development.

The ideal candidate will be a proven, dynamic, and strategic leader, with the vision, energy, and commitment to drive continuous improvement and ensure the very best outcomes for our exceptional pupils. You will bring a deep understanding of special educational needs and a determination to secure outstanding provision, inclusive practice, and high-quality facilities that meet the complex needs of our learners.

We are proud of our strong community ethos, and our vision is to bring together our curriculum, our people, and our community in a way that transforms lives. The new Headteacher will play a pivotal role in shaping this vision and turning it into a lived reality for every child and family. In negotiation with the successful candidate, the start date for this post will be **either the start of the Autumn Term or the start of the Spring Term.**

Informal enquiries and visits to the school are warmly encouraged. These can be arranged by contacting the Chair of the Interim Executive Board, Barry Hunt, at:

recruitment@beaufort.bham.sch.uk

Barry will be pleased to provide further insight into our school and the role.

Closing date: Midday on July 2, 2025

Successful candidates notified: July 4, 2025

Interviews to be held: July 9, 2025

Interested candidates should complete the BCC application form (separate attachment) and it should be returned via email to:

recruitment@beaufort.bham.sch.uk



Beaufort School – A School on a Journey of Ambitious Transformation

About Beaufort School

Beaufort School is a Local Authority maintained special primary school that provides high-quality education for 94 pupils with severe and complex learning needs, including Profound and Multiple Learning Difficulties (PMLD) and ASD. All pupils have an Education, Health and Care Plan (EHCP), and benefit from a curriculum and environment that are tailored to their individual learning profiles.

The school is situated on a shared site with Colebourne Primary School, a mainstream setting. While the co-location offers some opportunities for wider collaboration, it also presents logistical and structural challenges. The current leadership team, in collaboration with the Local Authority and stakeholders, is actively working to make better use of the site to ensure provision is fully aligned to the needs of Beaufort's pupils.

In June 2023, Beaufort was placed in Special Measures following an Ofsted inspection. Since then, the school has made significant progress, with two positive Ofsted monitoring visits recognising improvements in leadership, safeguarding, Quality of Education and strategic direction.

Over the past few years, the school has admitted pupils with an increasingly wide spectrum of need, which has required adaptability and a flexible approach to provision planning. The distribution of classes across a complex site has presented challenges in maintaining consistency and cohesion across the school. Efforts to streamline and better organise teaching groups to more effectively match pupil needs have proved successful.

Beaufort is currently subject to a Direct Academy Order (DAO) and is being supported by Birmingham City Council in the process of identifying a suitable academy sponsor. This work is being undertaken collaboratively and transparently, with close involvement from the Interim Executive Board (IEB) and other stakeholders to ensure a strategic and well-matched partnership is secured.

Recruitment and staff retention, while previously challenging, are now showing significant improvement. The school has made considerable strides in building a stable workforce by implementing clearer structures, refining role definitions, and fostering a sense of continuity among staff. As the upcoming academic year approaches, there is a renewed focus on strengthening the permanent staffing framework and cultivating a culture of collaboration, accountability, and professional development.

The school's leadership team is highly ambitious and committed to securing rapid and sustainable improvement. They are fostering a culture of high expectations, inclusive practice, and vigilant safeguarding. This is supported by strong governance and accountability mechanisms, including



fortnightly Local Authority project board meetings and monthly IEB meetings, which ensure that progress remains closely monitored and strategically aligned.

Beaufort is a school with significant potential and a clear moral purpose. It is now at a pivotal point in its journey — one that offers an incoming Headteacher the opportunity to lead a committed team, shape the future of the school, and make a lasting difference in the lives of its exceptional pupils. We are seeking a candidate with vision and energy to lead our school through the next stage of development towards being once again an outstanding provider for children and young people with special needs. This is an exciting time to join our school and to work with an enthusiastic and committed team in shaping the futures of our pupils.

Accommodation

Beaufort School occupies a unique position as a specialist setting co-located within a mainstream primary school, Colebourne.

Currently, three of Beaufort's classes are located within the shared main building, alongside Colebourne Primary. In addition, two classes are housed in high-quality portacabin classrooms, and a further six classes are located in a dedicated section of the site known as the 'Beaufort Building'. This layout, while functional, requires thoughtful management to ensure cohesion and consistent access to the right learning environments.

The outdoor space is generous, and both schools currently share the playgrounds and external areas. Within the Beaufort Building, a smaller enclosed playground provides a quieter, more calming space for pupils who require a lower-stimulation environment — a vital resource for supporting regulation and well-being.

There are two school halls on the site. Beaufort typically makes use of the smaller hall for assemblies and activities, with access to the larger shared hall available as needed.

A major capital development project is scheduled for 2026/2027, which will provide a purpose-built facility for Beaufort School. This presents an exciting opportunity to design and secure a physical environment that truly reflects and supports the complex needs of the pupil population, now and into the future.

A key responsibility of the incoming Headteacher will be to work closely with the Interim Executive Board (IEB) and Birmingham City Council to help shape and influence the future accommodation, ensuring that it is fully aligned with the school's vision and the needs of its growing pupil cohort. Demand for places at Beaufort continues to rise, and strategic planning for capacity and infrastructure is critical.

We currently share a Site Manager with our co-located school, and the buildings and grounds are well maintained, clean, and cared for. The strong working relationship between the two schools



supports the day-to-day management of the shared site and contributes positively to a safe and welcoming environment.

Beaufort School – Staffing Structure (2024–2025)

Leadership Team

Headteacher – Strategic leadership and management

Deputy Headteacher – Curriculum, Teaching & Learning

Assistant Headteacher – Safeguarding and Pastoral Care

Middle Leadership

2x TLRs

Teaching Staff

Class Teachers - 10 classes – Each class led by a qualified teacher, with responsibility for curriculum delivery, pastoral care, and EHCP target setting.

Support Staff

Higher Level Teaching Assistants (HLTAs) – Cover, interventions, and small-group support

Teaching Assistants Level 2 and 3– Assigned to classes based on pupil needs, including 1:1 support where necessary

Family Support Worker– Attendance, behaviour, family liaison

Family Link Worker

Midday Supervisors- Support during lunch and playtimes

Administrative & Site Support

School Office Manager

Administrative Assistant

Shared Site Manager (1) – Co-located with Colebourne Primary

Premises Assistant/Cleaners – As per site needs

Notes:

Leadership responsibilities also include working closely with the Interim Executive Board (IEB), Birmingham City Council, and external improvement partners.

Staffing may vary depending on pupil numbers, EHCP requirements, and annual budget planning.

Governing Body (IEB)

Following the resignation of the majority of the Governing Body at the start of the academic year (2022), an Interim Executive Board (IEB) was formally established in November 2022. The IEB brings a high level of experience, skill, and strategic oversight to the governance of Beaufort School and its federated partner, Langley School.



The board provides robust challenge and support to senior leaders, with a clear focus on securing rapid school improvement, safeguarding, and ensuring that the provision fully meets the complex needs of the pupil population. There is a strong collective determination within the IEB to secure high-quality accommodation — both current and future — that supports excellence in specialist education.

The IEB currently operates across both schools in the federation and this arrangement is expected to continue into the next academic year to ensure continuity and consistency in governance during a crucial period of transition and development.

The IEB meets monthly, providing regular and effective oversight of leadership actions and progress against improvement priorities. In addition, a dedicated Project Board, comprising senior officers from Birmingham City Council, meets regularly to oversee and support the accommodation strategy across both schools, including the planning for Beaufort's forthcoming capital redevelopment project.

The incoming Headteacher will work closely with both the IEB and Project Board, playing a key leadership role in shaping the school's future direction and ensuring accountability at every level.

Pastoral Care

At Beaufort School, pastoral care is a central element of our provision. Class teachers play a key role in leading the pastoral support for pupils in their class, working closely with a team of Teaching Assistants to ensure each child's emotional well-being, personal development, and daily needs are fully met.

Effective communication with families is a priority. We use Class Dojo and telephone calls to keep parents and carers regularly informed, and, where appropriate, home-school diaries are used — particularly to monitor areas such as food and fluid intake, or other personalised care needs.

Our approach to behaviour and regulation is underpinned by Team Teach principles, focusing on de-escalation, positive relationships, and meeting individual needs. While physical intervention is used only when absolutely necessary, all instances are carefully recorded in a bound and numbered logbook in accordance with statutory guidance.

Our Family Support Worker leads on first-day absence calls and ensures that class staff are kept up to date with any relevant information. This role is crucial in maintaining strong home-school links and providing a consistent point of contact for families.

Concerns regarding pupils' health, welfare, or well-being are recorded electronically and monitored closely by senior leaders. Where additional support is needed, we work in close partnership with Social Care and other external agencies to ensure the safety, stability, and holistic support of every pupil and their family.



Parent Teacher Links

We maintain close links with all of our parents through consultation evenings, regular phone contact, coffee mornings and encouraging parents to meet with senior staff if they have a concern. We have recently recommenced parent training sessions following a break due to Covid, running a very well received session for parents of both Beaufort and Colebourne about how to develop positive sleep patterns in children.

Partnership Monitoring, Advice and Support

Beaufort School benefits from a strong programme of external monitoring and support, currently delivered through Birmingham Education Partnership (BEP). A School Improvement Partner (SIP) visits the school on a monthly basis to provide rigorous and constructive challenge, as well as targeted advice. These visits have been instrumental in driving significant progress over the past 2 years, particularly in leadership, teaching, and whole-school improvement.

While we are proud of the strides made, we recognise that there is still important work ahead. Continued support and accountability will remain crucial as the school builds further capacity for sustained improvement.

These partnerships are an essential part of our school improvement journey, and we are committed to working collaboratively with experts to secure the best possible outcomes for all pupils.

Education for a Multi-Cultural Society

As part of Birmingham Local Authority's commitment to Education for a Multi-Cultural Society, Beaufort School actively promotes justice, equality, and inclusivity through a strong multi-cultural perspective embedded across all aspects of school life.

This commitment is reflected in three core objectives:

Preparing all pupils for life in a diverse and multi-cultural society, by celebrating and building upon the richness that cultural diversity brings.

Recognising and meeting the specific needs of pupils, taking into account their ethnic, cultural, and historical backgrounds.

Challenging racism and discriminatory practices, promoting an environment where all members of the school community feel safe, respected, and valued.

At Beaufort, we also actively promote British values, including:

Democracy



The rule of law
Individual liberty
Mutual respect and tolerance of those with different faiths and beliefs

These values are embedded through our school's ethos, a broad and balanced curriculum, and a range of enrichment activities that reflect and celebrate the diverse identities of our pupils and families.

We are committed to ensuring that every child feels a sense of belonging and is equipped with the knowledge, skills, and values to thrive in a modern, multi-cultural Britain.

External Support Services

As a special school, we work in close partnership with a wide range of multi-agency professionals to meet the complex and varied needs of our pupils. Beaufort invests in a high level of specialist provision to ensure our pupils receive the therapeutic input required to thrive.

Our current provision includes:

Occupational Therapy – 2 days per week

Physiotherapy – 1 day per week

Speech and Language Therapy – 1 day per week

Music Therapy – 1 day per week (provided by a specialist charity)

Behaviour Support and Advice – 5 days per term

These services are fully integrated into pupils' learning experiences and are delivered in close collaboration with teaching staff to ensure a consistent, joined-up approach to support.

Regular MDT meetings are held to ensure that the support is targeted towards most need but also fairly distributed across the school.

Induction and Professional Support for New Headteachers

All newly appointed Headteachers in Birmingham benefit from a structured induction and support programme, delivered on a rolling basis through a partnership between Birmingham Education Partnership (BEP) and Birmingham City Council (BCC).

In addition, the new Headteacher at Beaufort School will join the **Birmingham Special Schools Headteachers' Group**—a well-established network of 27 Headteachers who offer mutual support, shared expertise, and collaborative problem-solving. This group plays a vital role in fostering professional connection and peer-to-peer development across the city's special school sector.



Further support is also available through the school's subscription to BCC's School and Governor Support service, offering access to a wide range of leadership guidance, policy updates, and governance expertise.

Together, these networks ensure that the incoming Headteacher is well-supported to thrive in their new role and to lead with confidence from day one.

Pupil Numbers and Information

Number on Roll	94
Commissioned Number	94
Attendance	85%
Persistent Absence	39%
Free School Meals	44%
Looked after Children	2





Our Curriculum at Beaufort School

Beaufort School delivers a highly individualised, needs-led curriculum designed to meet the wide-ranging needs of pupils with severe and profound learning difficulties, including Profound and Multiple Learning Disabilities (PMLD), Autism Spectrum Conditions, and associated medical and sensory needs. All pupils have an Education, Health and Care Plan (EHCP) and benefit from a curriculum that supports their holistic development, communication, and well-being, while offering meaningful learning experiences rooted in real life.

Curriculum Intent

Our curriculum is guided by the belief that:

- Every pupil is unique, with their own starting points and pathways to success.
- Engagement is central to all meaningful learning.
- A focus on communication, independence, and personal development prepares pupils for life beyond the classroom.

We strive to nurture:

- Effective communicators, however they express themselves.
- Curious, confident, and happy learners.
- Pupils who are safe, valued, and ready to participate in the world around them.

Curriculum Pathways

We operate a flexible pathway model to ensure that the curriculum is appropriately matched to the developmental stage and individual profile of each pupil:

Informal Pathway – *For learners with the most complex needs:*

- Designed for pupils with PMLD, significant medical needs, or very early developmental levels
- Focus on sensory experiences, early communication, physical development, and emotional regulation
- Learning is delivered through repetition, routine, co-active exploration, and strong therapeutic input
- Delivered in highly personalised environments with a strong emphasis on well-being, comfort, and engagement

Pre-Formal Pathway - *For Learners with profound or multiple learning difficulties who benefit from sensory-rich, holistic approaches:*

- Prioritises early cognition, communication, and physical interaction



- Curriculum areas include: sensory stories, cause and effect, sound and music, and movement
- **Semi-Formal Pathway - *For Learners who benefit from structured routines and can access aspects of early literacy, numeracy, and PSHE:***
 - Focuses on life skills, functional communication, choice-making, and social interaction
 - Learning is highly practical, supported by visuals, objects of reference, and intensive interaction
- **Formal Pathway - *For a small number of Learners who can access subject-based learning at a simplified or scaffolded level:***
 - Incorporates core curriculum subjects, linked to individual learning needs and EHCP outcomes
 - Offers challenge and progression while remaining flexible and responsive

All pathways are underpinned by:

- EHCP outcomes
- Personalised targets
- Close integration with therapy professionals (SALT, OT, Physio)
- Daily focus on communication and interaction
- Enrichment through play, outdoor learning, music, and creative arts

Assessment and Progress

We use a multi-layered approach to assess and celebrate progress:

- Weekly Targets to capture personalised outcomes
- Engagement Model Standards, and bespoke tracking tools including MAPP Assessments
- Pre-Key Stage Standards
- Progress shared regularly with families through home-school communication, reviews, and celebration events

Enrichment & Community Links

- Pupils engage in educational visits, including shopping, community walks, and local attractions
- Music therapy, messy play, and themed sensory experiences enrich learning
- A strong emphasis on PSHE, RSE, British Values, and preparation for adulthood
- Pupils benefit from both shared and calming spaces across our unique setting



Headteacher Job Description

Head Teacher Pay Range: Group 4, L14 – L27

Purpose of Job Role:

The Head Teacher (HT) provides strategic and operational leadership, working in close partnership with the Interim Executive Board (IEB) to realise the school's vision, values and aims. The HT will lead a safe, inclusive and nurturing environment that offers the highest quality education and care to all children, while promoting staff wellbeing and engagement with families and the wider community. The HT will ensure that teaching and learning are of the highest standard, and that children's development, achievement and wellbeing are at the heart of all decisions. They will role model the key drivers of integrity, innovation, and a commitment to continuous improvement.

Key Responsibilities

1. Leadership and Strategic Direction

- Provide visionary leadership to sustain and develop the ethos and strategic direction of the school, rooted in child-centred practice and inclusive values.
- Collaborate with governors and staff to formulate and implement the School Development Plan and ensure alignment with local and national priorities.
- Embed a culture of high expectations, continuous reflection and professional growth.
- Lead by example with professionalism, integrity, emotional intelligence and resilience.

2. Educational Excellence and Curriculum

- Ensure the provision of a high-quality, broad and balanced curriculum.
- Promote high-quality, evidence-informed teaching and learning through support, modelling and coaching of staff.
- Provide leadership of curriculum development and pedagogical practice that reflects current research and best practice in ASC.
- Ensure effective use of assessment, including observation and analysis of pupils' progress, to inform planning and enhance outcomes for all children and young people.

3. Inclusion, Safeguarding and Wellbeing

- Uphold and model a strong safeguarding culture; ensure compliance with all safeguarding legislation and statutory guidance.
- Promote a positive, inclusive school culture that values diversity and ensures equitable access for all children.
- Prioritise the wellbeing and safety of children and staff, creating an environment where all feel secure, respected and supported.



4. Staff Leadership and Development

- Promote a culture of reflection, collaboration and continuous professional learning.
- Line-manage staff, ensuring effective performance management and opportunities for career development.
- Identify and nurture leadership potential among staff.
- Ensure staff workloads are reasonable, and that staff wellbeing is embedded in school policy and practice.

5. Family and Community Engagement

- Build strong, trusting relationships with parents and carers, creating opportunities for meaningful engagement and shared learning.
- Promote the school as a valued community resource, fostering links with other local services, schools, professionals and networks.
- Continue and develop initiatives such as parent workshops, drop-in sessions and support groups to enhance home–school partnerships.

6. Governance and Accountability

- Develop a strong partnership with the IEB to ensure effective governance and transparency.
- Provide high-quality reports and updates on performance, outcomes, and priorities.
- Promote accountability at all levels within the school, including through monitoring, self-evaluation and external review.

7. Organisational Management and Finance

- Oversee efficient and effective day-to-day operations and systems to ensure a safe and well-managed environment.
- Ensure all statutory requirements are met, including those relating to health and safety, employment law, financial regulations and data protection.
- Lead strategic financial planning, securing best value for resources and ensuring long-term sustainability.
- Develop and oversee robust risk management and contingency planning.

Key Relationships

- Senior Leaders/School Staff
- Parents and Carers
- Governing Body/IEB
- Local Authority, including SEND and safeguarding teams
- Ofsted and DfE representatives
- External partners, agencies and networks



- **General**

Carry out duties in accordance with the School Teachers' Pay and Conditions Document (STPCD), and comply with relevant employment, education, health and safety and safeguarding legislation.

Demonstrate consistently high standards of professional conduct, including adherence to the Nolan Principles of Public Life and Headteachers' Standards ([Headteachers' standards 2020 - GOV.UK](https://www.gov.uk/government/publications/headteachers-standards-2020)).

Undertake other reasonable duties as required by the IEB.

Review

This job description will be reviewed annually and may be amended following consultation and agreement with the IEB.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

By signing this Job Description, you are also consenting to disclose any warnings, convictions and reprimands whilst in employment as soon as it is practically possible.

Responsible to: Chair of the Interim Executive Board

Responsible for: All Staff

Beaufort School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.



PERSON SPECIFICATION

Job Title: Head Teacher

Method of Assessment (MOA): AF: Application Form, I: Interview, T: Task or Lesson
Observation

	Essential	Desirable	MOA
Education / Qualifications			
Degree	✓		T
Qualified teacher Status	✓		T
NPQH		✓	AF/I
Recent and Relevant CPD	✓		AF/I
Further relevant study in SEND		✓	A
Experience			
Recent substantial leadership experience	✓		AF/I
Career progression showing experience at different levels of senior leadership	✓		AF/I
Experience of SEN education and leadership	✓		AF/I
Experience of implementing Appraisal	✓		AF/I
Experience of working in inclusive, diverse settings	✓		AF/I
Evidence of impact on school improvement planning and implementation	✓		AF/I
Successful track record of forging constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community	✓		AF/I
Experience of work in partnership with other schools and networks	✓		AF/I
Skills & Abilities			
Ability to set targets, inspire, motivate and challenge staff to achieve them and to have high expectations of their pupils	✓		AF/I



A positive approach to equal opportunities and to the development of staff in the context of the school's needs and their career aspirations	√		AF/I/T
Ability to sensitively resolve conflict, professional and personal problems	√		AF/I
Ability to implement structures and systems; delegate appropriately to secure effective curriculum delivery and accountability	√		AF/I/T
Commitment to pupils' personal safety, academic needs and achievement at the highest possible individual level	√		AF/I/T
Inspire high pupils' expectations while sensitive to individuals' backgrounds	√		AF/I/T
Ability to analyse complex data and issues related to pupils' attainment and progress and to develop effective strategies to resolve them	√		AF/I/T
Ability to establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines	✓		AF/I
Implement consistent, fair and respectful approaches to managing behaviour	✓		AF/I
Demonstrate an understanding of the impact of systems and techniques for the monitoring of pupils' performance, and a track record of deploying them into detailed plans with quantifiable targets	✓		AF/I
A record of management within an inclusive school delivering high standards and educational excellence	✓		AF/I
To be able to supervise the whole class when required	✓		AF/I/T
Have knowledge and understanding of up-to- date curriculum issues and a record of curriculum delivery, monitoring and assessment	✓		AF/I
Leadership and Management			
Deep understanding of SEND framework and current research in ASC education	✓		AF/I
Experience of curriculum development, assessment and pedagogy	✓		AF/I
Understand the need to monitor the proper use and management of resources and be able to identify risks and ways of mitigating them	✓		AF/I
Resource Management			



Understand the principles of budget building and value for money have a commitment to balancing the budget annually	✓		AF/I
Ability to understand the impact of strategic decisions on resource allocations and overall expenditure	✓		AF/I
Knowledge of the statutory regulations controlling staffing, salary calculations and financial management	✓		AF/I
Working in Partnership			
Effective communication with staff, pupils, parents, carers, Governors, community organisations and external agencies	✓		AF/I
Forge constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community	✓		AF/I
Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	✓		AF/I
Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils		✓	AF/I
Accountability and Governance			
Present information in a clear easy-to-read format, easy to understand so that pertinent questions can be asked by Governors, parents, carers and others	✓		AF/I
A track record of working closely with a Governing Body/Interim Executive Board and its committees	✓		AF/I
Other			
A passion for teaching and learning and working with young children	✓		I
Self-motivating and able to motivate, inspire and challenge others	✓		I
Excellent interpersonal and communication skills	✓		I/T
Self-aware with conviction for own vision and approach and able to carry others towards the same goals	✓		AF/I
Ability to think analytically, strategically and creatively	✓		AF/I



Confident, cheerful, optimistic, resilient personality with a good sense of humour	✓		AF/I
Personal Qualities: <ul style="list-style-type: none">• Calm• Visible and approachable• Supportive• Resilient• Responsible• Confident• Self-reflective	✓		AF/I

Please be aware that this post is subject to an enhanced DBS clearance check and any offer of employment is made conditional of this. You will also be required to register and pay for the DBS update service and ensure that documentary evidence is produced to ensure annual compliance and updates. You will also be required to provide written consent for the employer to access this information at any time.



