

CEDAR HALL SCHOOL



Head Teacher Recruitment Pack



School	Cedar Hall School
Location	Thundersley, Essex
Position	Head Teacher
Pay Range	Leadership (L22-31)
Start Date	Autumn 2026
Contract Type	Permanent
Applications Close	02/03/26
Short listing date	TBC
Date of Interviews	TBC

About Us

Cedar Hall is a Local Authority Foundation Special School for pupils aged 5-16 situated in Thundersley, in South-East Essex. The school was opened in 1966. Our pupils primarily experience global developmental delay and complex learning needs however many have additional speech, language, emotional, or social difficulties. A large percentage are on the autistic spectrum. An increasing percentage of pupils have medical needs.

Our last Ofsted reports that pupils are settled and happy at Cedar Hall and it is a welcoming and inclusive environment in which to learn. The school is ambitious for pupils and wants them to do well both academically and socially.

We provide a broad curriculum with two pathways allowing pupils to reach their full potential and setting high expectations for achievement, wellbeing and independence.

Our Mission Statement

‘Our school is a friendly, welcoming place where everyone is encouraged to do their best. We believe every pupil should be taught to have a go, try new things and look out for the welfare of others. We provide the opportunities for children to shine. Everybody is somebody at Cedar Hall School.’

For more information about the school please visit www.cedarhallschool.co.uk

The Cedar Hall School mission statement is underpinned by our 5i's.

Instilling Resilience and Confidence

To have the ability to carry out day to day tasks in order to live an independent life. The aim is to equip our student with the skills in order for them to confidently adapt and overcome hurdles and be resilient in the face of adversity.

Improving Wellbeing

We encourage pupils to live a healthy and productive life. To have an understanding of the importance of their mental health and have strategies that can be drawn up to improve and protect this. To have a sense of self pride and develop healthy habits for both body and mind.

Increasing Opportunities

We aim for all our students to leave Cedar Hall with a form of accreditation that is recognised in the wider community giving students a sense of accomplishment and achievement. All students are taught the importance of communication in order to get their needs met and increase their opportunities in the wider world.

Encouraging Independence

Across all aspects of the curriculum students are taught specific independent skills in order for them to tackle practical problems in life. e.g. Travel training, getting dressed, kitchen skills, personal care. With an emphasis on keeping safe both in person and online.

Involving Community and Citizenship

Working alongside parents, carers and stakeholders we endeavour to impart knowledge of the wider world and community for students to become active and caring citizens in society.



We are seeking.....

An outstanding senior leader with the passion, drive, and enthusiasm to build on our strengths.

You will lead, motivate, develop, and inspire a team of staff and governors who are committed to providing pupils with the skills to allow them to reach their full potential.

We welcome applications from existing headteachers and talented deputy headteachers who have the knowledge and expertise to help us raise outcomes and consistently deliver excellence.

You will have a clear understanding of what it takes for a school to maintain the highest standards of teaching and learning, whilst having the expertise to embed a culture of continuous improvement.

The school leadership is currently navigating a journey from MLD to SLD in response to changes likely to be outlined in the forthcoming Government White Paper. In addition, we are also considering the possibility of joining a local Federation or MAT. The successful applicant will demonstrate the drive and determination to lead us through these changes, strengthening the school for the longer term.

Additionally, you will demonstrate the ability to manage, prioritise, and organise your workload, show flexibility and resilience, and recognise the need for pastoral care for all members of the school community.

We expect our Head Teacher.....

- To provide clear strategic leadership, being prepared to assist the Governors to explore the school's future given a changing landscape.
- To drive excellence in academic and social outcomes for all pupils ensuring the delivery of an exciting, broad and engaging curriculum.
- To build strong relationships with staff, governors, families, the wider community and external professionals.
- To further develop the existing culture of safeguarding and wellbeing for pupils and staff.
- To manage resources and the school budget effectively to ensure long term sustainability and value for money.
- To support our vision that everybody is somebody at Cedar Hall School.



Person Specification

Qualifications

Essential:

- Qualified Teacher Status.
- NPQH or working towards NPQH or a similar qualification in Leadership and Management (for a first time Head Teacher).
- A Good Honours or Masters Degree.
- Evidence of recent successful Head Teacher / Deputy Head Teacher or Assistant Head Teacher experience in a SEND/Mainstream, with a minimum of 2 years' experience in that role.

Desirable:

- Be trained and experienced in assessment procedures.
- Have a relevant qualification in SEND.

Experience & Knowledge

Essential:

- A proven track record of successful senior leadership within a special school or specialist SEND provision.
- Evidence of appropriate preparation for headship through keeping abreast of current educational developments on both curricular and managerial issues through further recent study (preferably on-going) and further professional qualifications.
- Knowledge of the Headteacher's role in monitoring and appraising whole-school performance.
- Ability to implement an effective system for school self-evaluation to achieve school improvement priorities.
- Experience of planning, managing, promoting and delivering staff development.
- A strong moral purpose, resilience and a commitment to improving outcomes for children and young people with SEND.

- Experience of the use and application of ICT for school management.
- A clear understanding and vision of the needs of MLD pupils, and strategies that will achieve effective teaching and learning.
- A relevant, broad and successful teaching career with pupils with special educational needs and in more than one establishment.
- Excellent classroom management and practice.
- An understanding of key contemporary education issues. Knowledge and experience of current strategies in relation to School Improvement, Target Setting, Literacy, Numeracy and ICT development.
- A detailed knowledge of the structure and content of the National Curriculum and how this relates to developing an appropriate curriculum for MLD pupils.
- Experience of implementing successful interventions and therapies appropriate to the needs of MLD pupils including experience or training in Trauma Perceptive Practice (TPP)
- Experience of monitoring and moderation of Annual Reviews.
- Experience of working in close partnership with a Governing Body or Board of Trustees.
- Preparation and planning for Ofsted inspection and post Ofsted action plans, including evidence of Ofsted inspection achieving at least 'good'.

Desirable:

- Evidence/experience of the management of change.
- Experience of working with and alongside external agencies including health professionals.

Skills & Attributes

Essential:

- A proven ability to promote a positive ethos within the school community.
- A good health and attendance record.
- A caring pastoral attitude towards staff and pupils.
- The ability to build and sustain effective working relationships.
- A good communicator with the ability to motivate and maintain morale.
- Resilience and a sense of humour



Safeguarding

Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff, volunteers and trustees to share this commitment.

Our recruitment process follows the Keeping Children Safe in Education guidance.

Offers of employment may be subject to the following checks (where relevant):

- Identity
- Qualifications
- Childcare disqualification
- Disclosure and Barring Service (DBS)
- Medical screening
- Prohibition from teaching
- Right to work
- Satisfactory references
- Suitability to work with children
- S128 Direction Check

Please note that Cedar Hall School may review social media relating to shortlisted candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school

You must tell us about any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

Key information

This sheet sets out the key information for any candidates applying for posts with Cedar Hall School. Please read this information carefully and retain this sheet for reference during the application process.

APPLICATION PROCESS: Applicants must complete the application form and submit it no later than the advertised closing date. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

SELECTION PROCESS: Applications will be ranked against the person specification for the role. All shortlisted applicants will be subject to a minimum of one face to face interview with the selection panel; a skills related task / assessment or observation; a group discussion on a given topic and pupil interviews.

SHORTLISTED CANDIDATES: Applicants who have been shortlisted for the post will be notified within 7 days of the closing date. Cedar Hall School will only contact shortlisted applicants and therefore if you have not received any communication within 7 days your application has not been successful on this occasion. Prior to the interview date referees will be contacted to request references on all shortlisted candidates.

VISITS TO THE SCHOOL: Visits to the school are strongly encouraged. Please contact the school office on 01268 774723 to arrange this.



Headteacher Job Description

Core Purpose

The headteacher, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school. The headteacher will be responsible for the internal organisation, management and control of the school.

The headteacher's professional duties must be carried out in accordance with and subject to:

- a) the provisions of all applicable legislation;
- b) the instrument of government of the school;
- c) any rules, regulations or policies made by the Governing Body and/or the Local Authority.

Principle accountabilities:

Whole school organisation, strategy and development

- Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Develop, implement and evaluate the school's policies, practices and procedures.
- Ensure accurate school self-evaluation to inform school improvement planning

Teaching

- Lead and manage teaching and learning throughout the school, including ensuring, except in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils

Health, safety and discipline

- Promote the safety and well-being of pupils and staff.
- Ensure good order and discipline amongst pupils and staff.

Safeguarding

Have responsibility and accountability for safeguarding and promoting the welfare of pupils within the school in partnership with the DSL (Deputy Head).

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Assigning a designated professional lead for safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and reviews of practice
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Management of staff and resources

- Lead, manage and develop the staff, including appraising and managing performance.
- Develop clear arrangements for linking appraisal to pay progression (where relevant) and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- Organise and deploy resources within the school.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing teachers and other members of the staff.
- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Professional development

- Promote the participation of staff in relevant continuing professional development.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

- Consult and communicate with the governing body, staff, pupils, parents and carers.

Work with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.