



**Special school for children
and young adults, aged 3 to 19,
with a broad diversity of complex needs.**

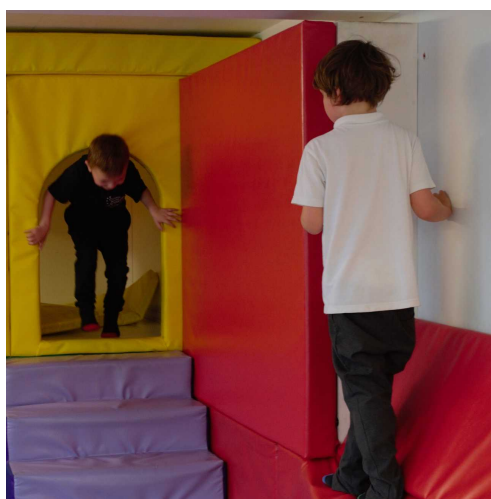


**Headteacher Candidate Pack
September 2021**



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Letter from the Chair of Governors

Dear Applicant,

Thank you for your interest in the Headteacher role at Chiltern Wood School.

After nine years of successful leadership at Chiltern Wood, our current Headteacher has decided to take on a new opportunity at another special needs school. We are therefore looking to employ somebody who is able to build on our strengths, drive further improvements and guide the school through a new era.

We are a special school for just over 200 children and young adults, aged 3 to 19, with a broad diversity of complex needs, including complex autism spectrum disorder (ASD), profound and multiple learning difficulties (PMLD), severe (SLD), and moderate learning difficulties (MLD). We support children with a range of needs including emotional behaviour, communication, medical, physical, sensory, and social needs.

We seek to develop our children as courageous, confident learners. We do this through an innovative approach to the curriculum, assessment, and partnerships with other schools, including via our Side by Side programme. We pride ourselves on the strong relationships that have been developed over the years between staff, pupils, parents, and the broader community.

Chiltern Wood is a maintained local authority school. In 2019 Ofsted judged the school as "good". Please read the full report [here](#)

We are looking to appoint a new headteacher who is a strong leader and role model for staff and students, who is able to provide a clear vision and direction for the school. The ideal candidate will share our passion and vision for all pupils; their learning and ability to reach their full potential must be at the heart of all school decisions.

To be successful in this role you will have the ability and commitment to continue developing our unique curriculum and high standards of teaching, you will have the dedication to providing a safe, calm, and well-ordered environment for all pupils and staff, and possess strong financial management skills as well as business acumen.



We are able to offer you

- a dedicated and inspirational staff team
- a positive and inclusive school community
- support from a proactive governing body
- an exciting opportunity to build on the excellent standards within the school and to extend its influence further, especially at a time when the local authority is reviewing its Sufficiency Strategy regarding SEN provision across the county.

I hope you find this information pack a useful introduction to our school. For further information about our school, please visit our [Website](#)

Thank you for your interest,

Yours faithfully,

Bridget Ledson
Chair of Governors





About us

We are a special school for 200 children and young people (age range is 3 to 19) and are located on two sites in the High Wycombe area (Downley and Cressex). Our pupils have a broad diversity of complex needs, including complex autism spectrum disorder (ASD), profound and multiple learning difficulties (PMLD), severe (SLD), and moderate learning difficulties (MLD). We support children with a range of needs including emotional behaviour, communication, medical, physical, sensory, and social needs.

Our school is forward-looking and well respected in Buckinghamshire for the range of services we offer to our cohort and also, via Side-By-Side outreach, with other schools where we are an exemplar of best practice in the community. Over the past year, we have successfully introduced the reflective practice into our teaching and learning and this is driving our vision for continual improvement in quality and outcomes. We are offering our new Headteacher the opportunity to develop and embed it, building upon existing successes, maintaining our momentum.

Our school community was created following the amalgamation of Chiltern Gate and Maplewood schools in September 2016 and we are now one big school across two sites. Regardless of location our people and work always reflect our practices which involve working towards the best possible outcome for the children and young people who attend our school. We pride ourselves on putting the wellbeing of our children and staff at the centre of the learning process, as we believe that sustained success is only seen when embedded in a safe, secure, and happy environment. We enjoy strong links with other special schools in the area and hope to further develop these.

The philosophy of our school emphasises the value of individuality in our pupils. Each child's 'very best' may look very different; it is important that we recognise individual 'success' through a great diversity of achievements, including social communication, physical development, independence, and academic progress.





Our vision

Success Through Wellbeing

Our aim is to enable every pupil to achieve their very best.

From one pupil to another, this may look very different. That is why we recognise individual 'success' through a great diversity of achievements, including social communication, physical development, independence, and academic progress.

We place great importance on well-being.

A pupil is not going to be able to learn to deal with the social complexities of day-to-day life if they are not exposed to that environment step by step with trusted adults. Physical wellbeing also plays a vital role for all our children and young people, especially for those who need physiotherapy programmes to develop or maintain their mobility in order to access learning opportunities.

We are ambitious about developing pupil's independence.

Our most able children and young people will not develop the independence we seek for them without being stretched to the right level - just beyond their comfort zone; this is best achieved when working alongside parents and carers and outside agencies to support the home environment and the child's feelings of safety and security.

We value each of our pupils as individuals.

Our school philosophy emphasises the value of individuality in all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards.

We support and protect our pupils.

We do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disablism), racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and actively promote equal opportunities and good relations between and amongst all.



We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief, or background.

We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school admissions policy is equally open to pupils of all groups. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

We are committed to diversity and inclusion.

We aim to positively transform individual and shared circumstances, perceptions, attitudes, and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating, and valuing different backgrounds, lifestyles, and identities.

We uphold fundamental British values and endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent), we engage with our school community to enhance community cohesion.





Mental Health and Wellbeing

The mental health and wellbeing of all members of Chiltern Wood School is fundamental to our philosophy and ethos “Success through Wellbeing”. At our school, we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents, and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We aim:

- To ensure that through the promotion of positive mental health and wellbeing, children, young people, and adults are helped to understand and express their feelings, build their confidence and emotional resilience and, therefore, their capacity to learn and work.
- To increase the awareness and understanding and reduce stigma amongst children, young people, staff, and parents/carers of issues involving mental health and wellbeing
- To provide support at an early stage to any child, young person or adult who is or appears to be suffering from mental health issues.

Promoting positive mental health and wellbeing:

Our culture recognises, values and promotes positive mental health and wellbeing by:

- Having a whole-school approach to promoting positive mental health and wellbeing within an ethos of high expectations and constant support.
- Having a committed staff community that sets a whole school culture of positive mental health and wellbeing, support, and values.
- Having a robust regime of continuing professional development (CPD) for staff.
- Having a staff group of healthy minds champions lead by qualified mental health first aider (Designated senior lead for mental health).
- Working closely with pupils, parents, and carers.

To support parents and carers:

- We organise a range of activities including workshops with the school nurse, community nurses, and other outside agencies
- We provide information and links to websites on mental health issues and local wellbeing and parenting programmes, which can be accessed on the school website.
- We have a Parent Ambassador who is available for parents to talk to and can facilitate or organise courses



Safeguarding at Chiltern Wood School

The child is at the centre of everything we do.

Chiltern Wood School ensures it has skilled and confident staff who are aware of their safeguarding responsibilities and who provide a supportive internal response to incidents and concerns.

Chiltern Wood School creates a safe environment for children and young people through robust safeguarding practices. We ensure that adults, who work in our school, including volunteers, do not pose a risk to children.

The school has a Designated Safeguarding Leader (DSL) with overarching responsibilities for safeguarding, supported by a leadership team with additional safeguarding training and a strong commitment to, knowledge about, and understanding of, the importance of safeguarding.

We ensure that all staff members are familiar with the safeguarding policy, understand why supporting the safeguarding of children and young people is an essential part of their role within the school, are confident to be able to recognise a safeguarding concern and know what appropriate action to take.

The staff are aware of the reporting concerns process and use the safeguarding flowchart. All staff are trained to use CPOMS to report concerns and know when to raise them via CPOMS or when to seek immediate support. The safeguarding records are stored in a safe and secure manner. The safeguarding governor makes regular checks and is in contact with the safeguarding lead.

At Chiltern Wood we ensure that our staff are trained in all areas of safeguarding, know how to respond to concerns, and keep up to date with policy and practice via school briefings. Safeguarding is a regular item on staff meetings and at senior leadership meetings keeping everyone up to date.

Our staff are compassionate and caring and are observant of change, respond effectively and support the child, young person, or adult at risk. They demonstrate professional curiosity when working with a child or young person and are not afraid to challenge to uphold their professional judgment. We foster strong links with parents, other professionals, other schools, and the local community, including local parent and child support services.

Our curriculum is designed to teach our children and young people about staying safe. We maintain an environment where children and young people feel confident to approach any member of staff if they have a worry or problem.



Our Curriculum

Our curriculum recognises each child as unique and by providing individual and specialist teaching, Chiltern Wood School will facilitate learning and development, resulting in progress and achievement.

The aims are:

- To prepare pupils for adult life with the greatest possible degree of autonomy
- To help pupils to develop the ability to form relationships with others based on mutual respect
- To provide the means, reasons, and opportunities to interact and communicate with a wide range of people
- To ensure that each pupil's physical ability is fully supported to develop and mature in strength and function
- To increase pupils' understanding and awareness of their environment and of the world
- To enable pupils to be as independent as possible by promoting their ability to express preferences, communicate needs, make decisions, and choose options that other people act on and respect
- To respond to the particular needs of individual pupils in order to maintain their well-being and readiness to learn
- To promote pupils' spiritual, moral, social, and cultural development
- To encourage pupils to explore, to question and to challenge
- To ensure pupils access their learning entitlement and that barriers to learning are reduced
- To promote 'British Values' through our spiritual, moral, social and cultural education

Children and Young People with Moderate Learning Difficulties

• Literacy and language • Personal, Social and Emotional Development • Mathematical understanding • Physical development and being healthy • Understanding of the World • Creativity

Children and Young People with Severe Learning Difficulties

• Communication and Language • Cognition and Learning • Myself and my body • The World around me • Creativity • Community





Children and Young People with Profound and Multiple Learning Difficulties

- Communication • Cognitive Skills • Environmental Control Technology • Social and Emotional Wellbeing
- Physical skills

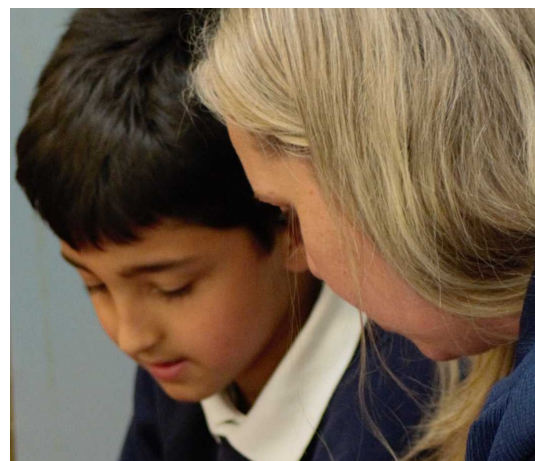
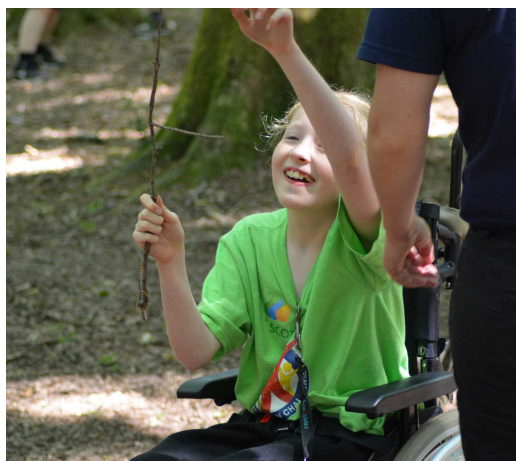
The secondary curriculum

A focus on independent living skills (working with Brookfield's Special School, Reading) • Vocational Work • Academic Work • Personal and Social Development Current modules: • Work experience • Town Training • Social Skills • Food Technology • Work Related Learning.

Chiltern Wood has been working on and continues to develop its own curriculum in all areas. Each child has individual PPP targets which are closely monitored and updated and are used as part of the assessment to monitor progress. We also use SOLAR for a wider view of the whole school's progress.

Teaching and learning are also supported by working closely with SALT and other therapists. SCERTS is used to help develop self-regulation with the children. Reflective practice and supervision have been introduced to help staff enhance their teaching.

Teaching and learning in all departments are of a very high standard and this is an area we want to continue to develop and to be receptive to new approaches and technology.





Our New Headteacher

Chiltern Wood is a vibrant and warm community looking for a compassionate, skilled, and ambitious leader with the right skills and vision to build on our considerable recent successes and achievements. Our governing body has been developing a vision that we'd like to share and hopefully, it's one you can help us refine and deliver.

You will be an experienced senior leader with a passion for the education and wellbeing of children with SEND. You will have recent successful senior leadership experience within a relevant setting. You will be able to demonstrate success in the teaching of pupils with learning difficulties, autism and/or speech-language & communication needs. You will possess the knowledge and the ability to improve outcomes across the school for pupils with a range of needs and abilities.

The governing body are very proud of the school and wish to appoint a Headteacher who can demonstrate the following:

- Leadership - a strong leader and role model for staff and students, who will provide a clear vision and direction for the school, has the ability to manage change, influence key external stakeholders, and who demonstrates and promotes positive attitudes and behaviours.
- Values - shares our passion and vision for all pupils; their learning and ability to reach their full potential must be at the heart of all school decisions.
- Standards - ability and commitment to continue developing our unique curriculum and high standards of teaching, as well as a commitment to an ethos of supporting and developing staff's skills and subject knowledge whilst enabling them to support each other.
- Safeguarding - dedication to providing a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their good behaviour in school and in the wider society.
- Financial management - strong financial management skills as well as business acumen

Overall we want to take the school forwards by improving the outcomes of our students but we're also looking for someone to represent the school's interests in the wider community and continue to embrace relationships with a wide variety of external partners.

Important qualities of a successful Headteacher

Innovative and visionary, investor in people, confident communicator and approachable

Having the best interests of the pupils and being prepared to fight for them

Being highly decisive and extremely clear in communication and vision

Motivating, empowering and encouraging others to perform at a high level and continually improve

Having ability to put the pupils at the forefront and to value hard working staff as the school's most important resource

Having a strong, intelligent vision that actively informs the ethos of the school community so that each stakeholder (pupils, staff, parents, governors, local education authority) has a clear understanding of the purpose and aspirations of the whole school



We can offer

- A dedicated and committed team of brilliant and innovative staff and governors who want to work collaboratively with their next school leader.
- Extraordinary pupils who want a compassionate, warm and nurturing Headteacher to help prepare them on their journey towards adulthood.
- Fantastic support for your wellbeing and a commitment to your continued professional development.
- Strong links with other local schools, the local authority
- The opportunity to develop the Side-by-Side links within the wider context of SEND provision
- We want our new Headteacher to continue to take our school community from strength to strength
- The opportunity to play a key strategic role in taking our school to even greater heights.

Where We Are Now

We recently surveyed the governing body to understand what they thought our real strengths were at the moment. Below we have picked out a few areas that they highlighted:

- The student experience and provision of education is very good with small class sizes combined with high-quality compassionate staff.
- Parent and teacher engagement is good as was demonstrated by the contact and community developed during the lockdown
- Real desire to safely experiment and engage in new methods and research.

Where We Want To Be With Your Support

With a new funding model coming onstream shortly we have a renewed opportunity to deliver demonstrable improvements to our students, our estate, and our community. We need the vision and drive of a strong senior leader to engage with the Local Authority to determine the shape of future cohorts and the funding streams needed to deliver the best teaching and outcomes for our students.

We also feel there is a real opportunity to grow other income streams for the school; with a newly appointed finance role in the SLT, you will help develop and diversify the types of incomes that will enable us to further our goals and ambitions.



Job Description

Introduction

The following description outlines the job description for the Chiltern Wood School Headteacher.

Leadership

1. A Strategic Leader who provides vision and outstanding leadership across the school
2. Accountable for the performance of the school, in terms of pupil outcomes and Ofsted inspections
3. Able to ensure that school resources are deployed effectively and efficiently in line with strategic priorities
4. Someone who can lead by example and create a culture of high staff professionalism, underpinned by mutual respect and support
5. Able to build an approach to education where through a collaborative learning culture, pupils reach their full potential
6. Promote and safeguard the welfare of pupils and ensure that staff understand their responsibility to protect children, in line with 'Keeping children safe in education' 2021 and 'Working together to safeguard children' 2018.

Shaping the Future

1. Leading with a clear and articulated vision. Consistently demonstrating a personal and professional commitment to that vision and remaining motivated when under pressure
2. Ensure the school is financially robust and achieves value for money and that resources are deployed effectively and efficiently across the school
3. In partnership with the governing body, working with pupils, staff, families, and friends to lead a vibrant school community and continue the school's excellent progress
4. Working with the Local Authority and Bucks Sufficiency Strategy. Also, local schools, parents, carers, and young people, to ensure that pupils who would be appropriately placed at the school are admitted as swiftly as possible
5. Continue to be forward-thinking in the future development of the school and in increasing its sphere of influence
6. Developing effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
7. Working with other schools and organisations to champion best practice and secure excellent outcomes for all pupils



Leading Teaching and Learning

1. Understanding the local, national, and global influences on learning and developments in the field of special education and looking at current practice, policy, and research to inform pedagogy and practice
2. Seeking to provide the very best learning environment and experiences for the pupils including the use of current technologies, making learning creative and exciting, and leading to the greatest range of life choices for them
3. Leading and modeling effective teaching and learning practices, securing high levels of performance and accountability from all staff to overcome disadvantages and to advance equality
4. Set high educational standards – ensure staff understand this expectation and that effective support measures are in place to help staff achieve this aim
5. Maintaining a strong value-based ethos within which staff are motivated and supported to develop their own skills and subject knowledge and to support each other, providing opportunities for staff to engage in on-going high-quality professional development
6. Holding all staff to account for their professional conduct and practice.
7. Ensure there is a school-wide focus on pupil achievements and an effective framework in place to monitor this. Ensure that the Pupil Premium Funding is allocated and spent appropriately in order to narrow the attainment gaps between disadvantaged pupils and other pupils
8. Challenge underperformance at all levels and ensure effective intervention strategies are in place to maintain a high standard of teaching, offering training as appropriate
9. Ensure a culture exists across school that supports and facilitates pupil engagement in their own learning

Managing the School

1. In the ongoing pursuit of aspirational progress and focused planning, ensuring that effective and transparent tracking, target setting, and assessment processes increase achievement and attainment in the development of a lifelong love of learning
2. Distributing leadership and management throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities, and hold others to account for their decision making
3. Providing a safe, calm, and well-ordered environment for all staff and pupils, focused on making sure pupils are kept safe from harm and are well prepared for effective learning
4. Ensuring that high-quality staff are recruited, induction practices are effective and that professional development opportunities and effective succession planning support retention



5. Ensuring that line management and accountability are effective in securing high standards.
6. Maintain an open and honest culture, acting on feedback and on results from staff and parent surveys
7. Ensure there is a school-wide culture of working together to achieve high-standards, and that everyone is 'living' the school's vision and values.
8. Manage the performance and development of the leadership team, ensuring succession plans and relevant training is continually delivered across the school
9. Undertake effective planning with the strategic leadership team to ensure staffing needs are proactively identified and plans to address these are in place
10. Create a culture of reflective practice and professional development to ensure standards are continuously improving and areas of weakness are identified, and appropriate training is introduced
11. Have an active role in middle and senior leadership development (including succession planning) and offer appropriate training programmes
12. Promote the Health and Wellbeing of all staff by engaging with staff to develop practices to build emotional and physical resilience, manage workloads, maintain a work-life balance and which contribute to job satisfaction
13. Ensure equal opportunities are promoted at all levels across the school, in line with the Equality Act 2010
14. Celebrate the achievements of all staff and foster a culture of staff empowerment and continuous improvement, facilitating development and training opportunities for all

Back Office

1. Work closely with colleagues to ensure budgets are set and managed
2. Ensure resources are managed effectively, including that they are shared appropriately across the school, achieve value for money, and are of high quality. Actively pursuing sharing and collaboration opportunities with other schools
3. Ensure policies, in terms of compliance, finance, GDPR, HR, and IT, are implemented in accordance with the law.
4. Ensure all relevant health and safety standards are met
5. Ensure plans are developed to utilise sites and facilities to their full potential (during and outside the school day)
6. Ensure leadership is visible and actively engage with relevant businesses and community links to benefit pupils and the school
7. Ensure staff are developing strong partnerships with parents and their wider school community



- 8.** Ensure there is a sense of school community across both sites and in all departments, and that effective communication systems are in place to aid this
- 9.** Create proactive, entrepreneurial, and effective links with the community including business, the Local Authority, health practitioners, and other local charities
- 10.** Act as an ambassador for the school, be a point of contact and seek appropriate developmental and business opportunities for the school, e.g. funding and networking
- 11.** Ensure processes are in place to validate the accuracy and completeness of data collected
- 12.** Utilise data effectively to identify areas for school improvement, ensuring that the school relays important information to the necessary stakeholders
- 13.** Identify issues through data analysis and act upon them, ensuring that the school's development plan and strategic direction are on track

The post holder is expected to know and understand the National Standards of Excellence for Headteachers:

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

Person Specification and Personal Statement

Introduction

This document outlines the personal experiences, qualifications and qualities looked for, by the governing body, for the role of Head Teacher for Chiltern Wood School. A candidate will be considered for shortlisting and move forward in the remaining parts of the selection process if the Essential (E) criteria of the Qualifications, Knowledge and Experience and Professional Development sections are fulfilled. Therefore, it is important to provide examples using the STAR acronym (situation, task, action, result) relating to these criteria.

Person Specification Table

Criteria	Determined from:				
	Essential (E) or Desirable (D)	Application	Interview	Tasks	References
Qualifications, Knowledge and Experience					
Qualified Teacher Status	E	✓			
NPQH qualification	D	✓			
Degree or Equivalent	E	✓			
Evidence of commitment to safeguarding, child protection and to promoting health & safety and the wellbeing of pupils ensuring all staff and volunteers share this commitment	E	✓	✓	✓	✓
Successful teaching of pupils with Learning Difficulties, Autism and/or Speech Language & Communication needs	E	✓	✓	✓	✓
Active involvement in effective school self-evaluation and development planning	E	✓	✓	✓	
Recent successful senior leadership experience within a relevant setting	E	✓	✓		✓
Demonstrates deep knowledge of the SEND Code of Practice and related current legislation, as well as more recent developments	E	✓	✓	✓	
Knowledge and ability to improve outcomes across the school for pupils with a range of needs and abilities	E	✓	✓		
The ability to plan and successfully manage the school's financial and other resources to promote the achievement of its strategic objectives	E	✓	✓	✓	
Substantial experience across the whole school age range	D	✓	✓		✓

Experience of working with children from diverse ethnic backgrounds, children learning English as an additional language and children with mental health challenges	E	✓	✓		
Experience of working with relevant IT systems, including those designed to support teaching and learning, strategic planning, school financial management and high-quality communication	D	✓	✓		
Additional qualifications in relevant approaches and strategies	D	✓	✓		
Professional Development					
Evidence of professional career development	E	✓	✓		
Evidence of a personal commitment to lifelong learning	E	✓	✓		
Understanding and implementation of SCERTS	D	✓	✓		
Leadership Skills					
Ability to articulate a clear vision to a range of stakeholders	E	✓	✓	✓	
Successful track record of developing staff through effective performance management	E	✓	✓		✓
Proven record of inspiring, enabling, and motivating others to succeed in an inclusive environment	E	✓	✓		✓
Ability to delegate and effectively achieve objectives and provide development opportunities for staff	E	✓	✓		✓
Demonstration of excellent communication skills, including written and verbal communication	E	✓	✓	✓	
Ability to build effective relationships with staff, families, governors, and the wider school community	E	✓	✓	✓	✓
Success in establishing and maintaining teams and supporting multi-agency practice	E	✓	✓	✓	✓
Commitment to developing practices that support staff wellbeing	E	✓	✓	✓	
Experience of what constitutes effective succession planning, achieved by identifying emerging talents amongst the staff and by coaching current and aspiring leaders	E		✓		
Experience of implementing a strategic plan across a whole setting, identifying priorities, and evaluating the impact	D	✓	✓		✓
Experience of leading change effectively and successfully	E	✓	✓		✓
Demonstrate knowledge, understanding and commitment to equality issues and legislation	E	✓	✓	✓	✓
Demonstrate how to draw on the diversity within the school community to enhance learning and support the academic, moral, spiritual, social, and cultural development of all pupils	E	✓	✓	✓	✓
Evidence of commitment to promoting an inclusive environment for all pupils	E	✓	✓		

Personal Qualities					
Passion for the education and wellbeing of children with SEND	E	✓	✓	✓	✓
Evidence of leading with integrity and demonstrating resilience, whilst also showing compassion in dealing with complex issues	E	✓	✓	✓	
Adaptable, team-orientated leadership style	E	✓	✓	✓	
Evidence of being pro-active, self-motivated, organised, and able to manage own time and resources well, often under pressure.	E	✓	✓	✓	✓
A willingness to learn and adapt to new and challenging situations	E	✓	✓	✓	✓



How to apply

To find out more about the role and to arrange a Covid safe visit to the school, please contact Office Manager, Vicky Green at vgreen@chilternwood.bucks.sch.uk

Applications

Please send your completed application form by email to Vicky Green at vgreen@chilternwood.bucks.sch.uk by 9 am on Thursday 23rd September 2021.

Please note that we do not accept CVs.

We are an equal opportunities employer, welcoming applications from all sections of the community.

Interviews

Interviews will be held on Tuesday 28th September 2021.

Candidates will be asked to undertake a range of activities and we will ensure that you have plenty of opportunities to ask all the questions you may have. The Selection Panel reserves the right to hold the second round of interviews if two or more candidates perform equally well at the first interview. The Selection Panel will notify you of its decision as soon as possible after the interviews have concluded. Candidates who are unsuccessful at their interview will be afforded an opportunity for feedback on their performance.

Chiltern Wood School is committed to the safeguarding and wellbeing of all children. The school stipulates that all staff and volunteers working with our children must share this commitment. The successful applicants will be required to undertake an enhanced disclosure via the Disclosure and Barring Service.

