



Headteacher



Dear prospective candidate,

Thank you for taking the time to look at our Headteacher position at Courtlands School. This is a very exciting time for the school and for the Trust as a whole. The role of Headteacher at Courtlands gives the right candidate the opportunity to make a significant difference to some of the most vulnerable children in Plymouth. At the same time, my recent appointment means the Trust is at the beginning of a very exciting journey to develop a highly ambitious curriculum through collaboration between staff and leaders in all our schools. Whether you are an experienced Headteacher, or someone who has the aspiration to become so, this opportunity is not to be missed.

Courtlands is a friendly and ambitious school which is part of Transforming Futures Trust. Set in Plymouth, the school caters for primary aged children (4-11) with Moderate Learning Difficulties and Social, Emotional and Mental Health needs. Set in the north of the city, the school is easy to get to and set within beautiful, green grounds.

Our children love coming to school and enjoy all that we have to offer. They benefit from interesting lessons, tailored therapies, extra-curricular clubs and activities. However, those who visit and work at the school know that the consistently positive, and supportive relationships amongst students, staff and families is what makes this school tick.

We are looking to recruit a visionary and ambitious leader to join the team. We are looking for someone with a real passion for working with complex but rewarding children in a supportive and compassionate environment. You will need to have the highest aspirations for our children, staff and community. You need high levels of emotional resilience, and effective coping strategies born out of successful experience of teaching, leading and supporting children with complex needs including Social, Emotional and Mental Health Difficulties including ADHD and attachment disorders; Communication and Interaction needs including autism and speech & language difficulties.

Alongside the highly motivated and skilled staff team you have a real opportunity to make a difference to the future of our children and school. You will work alongside passionate, talented leaders in the school, as well as part of the executive team of our Trust. We look after our staff with award winning care for their wellbeing (National Wellbeing in Schools Award 2019). You will receive training in a wide range of SEND and real time support and mentoring from a leadership team whose door is literally open all the time.

For the last three years we have been on a journey to become a trauma informed community, responding to the adverse childhood experiences of many of our pupils, including challenging school experiences before being matched with the right setting for them. Three of our staff are qualified as Trauma Informed and Mental Health Practitioners through the TISUK post graduate diploma and all our staff have received extensive training and support on relationships which place playfulness, acceptance, curiosity and empathy at the heart of our work alongside our pupils. We believe that *every* interaction, no matter how fleeting, is the opportunity for an intervention to help our pupils grow as people who know how awesome and valued they are, especially at times they are struggling and communicate through unkind or unsafe behaviour. We want staff who see the children's challenges for what they are, who can use PACE with the best of them, and can remain calm under pressure.

Find out more about who we are and what we do on our website:

<https://www.courtlands.transformingfutures.org.uk> where you will be able to download an application form and job description from the Vacancies section

Matthew Barnes
CEO
Transforming Futures Trust

Courtlands School

Who we are

Courtlands School caters for primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH) and other complex needs including autism, ADHD, speech and language difficulties and those impacted by trauma.

Courtlands is a remarkable school with a deep culture of positivity, acceptance and camaraderie. We deliver targeted therapeutic input alongside a curriculum that is highly personalised and designed to meet the additional needs of our pupils. We organise learning to meet the developmental stages of the children and we are confident that a new Headteacher will be inspired to achieve excellence in all areas of our school community, ensuring all students are well placed to move on to appropriate secondary learning and our staff are empowered to fulfil their personal and professional potential.

We have a maximum of 100 (?) children here at any one time ranging in age from 4 to 11 years old. We take pupils from Plymouth, Devon and Cornwall and we welcome prospective visits from interested parents, SENDCos or Local Authority Officers. Our classes are small with no more than ten children, high levels of adult support are intrinsic to our pupils' success and progress. We look at the whole child and help them to improve both their academic achievement and their personal wellbeing. This means that we help them to socialise, eat and play independently, become more active and have better coordination. We help them to learn to swim, ride a bike and look after themselves in every way. Our children make excellent progress and really enjoy coming here as can be seen through their smiles and obvious love for learning.

The levels of progress made by our pupils is significantly above national expectations for like pupils, our attendance is in the top 1% of special schools nationally and our exclusion levels in the lowest 1% nationally. We are a truly inclusive school who believe that the children have a right to have their needs met and not feel excluded from anything.

Our curriculum has been designed from the 'ground up' to meet the needs of the children. Whilst it is based on the National Curriculum, we have adapted and added to what you could expect in a mainstream school. We use specialist approaches such as TEACCH, ELKAN, Theraplay, Makaton, Attention Autism, Precision Instruction and many more to help our children to access the curriculum. We have a unique outdoor environment and we have won national recognition for its innovative use of the outdoors to teach children the value of relationships and transferable skills. We use outdoor activities such as forest school, mountain biking, and problem solving to enhance our wellbeing curriculum and teach our pupils resilience, teamwork, adaptability and perseverance – all life skills that they will need to be successful as lifelong, '21st century ready' learners

We have a team of complementary therapeutic workers who provide for the wider needs of our pupils from their emotional needs, through their medical needs to their sensory needs. We use expertise from our school-based occupational therapist and play therapist, and other professionals such as speech and language therapists, CAMHS and paediatricians to design bespoke packages for some of the most disadvantaged children in the area.

Ultimately, pupils are enabled to realise their full potential, but we know we can do better and welcome applications from candidates with the drive, passion and vision of excellence our school family deserves.

Working for us

At Courtlands there are several benefits for all employees that work with us.

1. Health Assured

Health Assured provide our employees with a range of benefits including comprehensive telephone helplines available 24 hours a day, 7 days a week offering practical information and emotional support, an online health and wellbeing portal as well as telephone and face to face counselling.

2. Wellbeing Committee

There is an established wellbeing committee that is dedicated to support the emotional wellness of staff in school. This supports our whole school wellbeing statement and commitment to an honest and open approach when discussing mental health within school.

3. Training and Induction

All new staff take part in an induction programme with a focus on safeguarding, trauma responsive ways of working and MAPA. Following this, you will take part in weekly training in a range of topics including SEND, emotional wellbeing, professional skills and other relevant topics according to the needs of the children and the school development plan.



Plymouth



Plymouth, known as Britain's Ocean City, is a lively waterfront city located on the beautiful south west coastline. It is well positioned with easy access to Dartmoor National Park and the neighbouring county of Cornwall.

Plymouth has lots to offer with its mix of modern shops, recreational facilities and its deep history including Sir Francis Drake, the Mayflower Steps and World War II.

For more information visit [All About Plymouth - Visit Plymouth](#)





Professional Excellence

Trust

Realising
Potential

Care

Valuing
Growth

Values

Compassion

Integrity

Honesty

Celebrating Success

Job Description

Job Title: Headteacher

School: Courtlands

Reporting into: CEO

Responsible for: Deputy Headteacher, Assistant Headteacher and the effective line management of all staff

Job Purpose

To play a major role under the direction of the Executive Leadership of the Trust, including the CEO in maintaining the aims and objectives of the school, updating the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

Main Areas of Responsibility

- To play a major role in driving forward the aims and objectives of the school, updating the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
- Undertake the professional duties of the Headteacher reasonably delegated to you by the Executive MAT Leadership and the CEO
- In partnership with the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the school.
- To provide professional leadership and management of School Development Plan

Strategic Leadership

- To work with the Local Authority and other strategic partners to promote the role of alternative provision within the wider school community
- To work with the Trustees, CEO and PLYMOUTH CLUSTER, to implement a strategic vision for the development of the School within the community and analyse and plan needs and further development of the School
- To ensure a common culture and ethos, across ACE Schools Plymouth, of Challenge and support where all pupils can achieve success both academically and personally, because of high expectations of the whole learning community
- To promote and develop a culture of action research and coaching with a readiness to adapt the provision to the changing needs of pupils both within the range of School sites and those supported in schools and academies within the localities
- To ensure the school is financially sustainable by managing the in year budget and

accurate and informed long term financial planning

- The Headteacher shall be responsible for the leadership, internal organisation, management and control of the school. Providing a good role model for all colleagues and to make a leading contribution to the maintenance of high standards in management and organisation
- To assist the Trust in consistently reviewing the overall aims and objectives for the School and preparing policies for their implementation, ensuring the policies and procedures adopted by the Trust are fully implemented and followed by all staff
- Implement a shared and inclusive School Development Plan (SDP), underpinned by sound financial planning, which addresses priorities identified through rigorous self-evaluation and leads to well targeted school improvement and high standards
- Ensure that ACE is represented at all admission panels, forums, stakeholder groups and strategic groups in order to ensure best practice is shared and the Organisation is integral to the decision making and planning for the local education landscape
- Ensure the admissions and referral policy is followed and pupils are quickly allocated a place in line with this protocol
- Participate in school to school improvement within the city and beyond
- Develop and maintain effective links with the community including schools, business and industry, to extend the curriculum and enhance teaching and learning

Leadership of Education

- Establish and maintain an environment that promotes and secures great teaching, rapid learning, high standards of achievement and positive behaviour through a creative, responsive and stimulating approach
- Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils through appropriate methods developing the use of benchmarks to monitor progress in every child's learning
- Ensure strategies which secure high standards of behaviour and attendance are effectively implemented
- Ensure the curriculum is appropriate and meets the needs of learners and complies with any statutory requirements
- To lead the development and implementation of national frameworks for accrediting pupil performance
- To teach an agreed timetable each week (approx. two lessons per week)

Leading and Managing Staff

- Build an effective leadership team that is collectively responsible for all aspects of alternative provision
- Ensure the effective deployment and management of all staff of the School and the allocation of particular duties to them (including such duties of the Headteacher as may be properly delegated to other members of staff) in a manner consistent with their conditions of employment having regard to the nature and extent of their management responsibilities, maintaining a reasonable work-life balance
- Sustain effective systems for the management of staff performance, incorporating staff appraisals and target setting

- Recognise the value of the professional development of staff, through the provision of a comprehensive programme of development including meeting any statutory training requirements
- Promote good working relationships with governors, staff, pupils, parents/carers and the wider community
- Promote a coaching culture throughout management and stakeholder interactions

Efficient and effective deployment of staff and resources

- Advise the Local Governing Body and Trust Executive team to enable them to undertake their responsibilities on all aspects of staffing within the school
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money
- Assist the CEO and Executive team in identifying appropriate priorities for expenditure, allocation of funds and effective administration and control
- Ensure the accommodation is managed and organised efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations
- Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
- This may include acting as named key holder with responsibility for ensuring out of hours security and first point of contact for emergency procedures

Accountability

- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including the Trust, The Local Governing Body, the LA, the local community, OFSTED and others to enable them to play their part effectively
- Continue to develop an organisation in which all the staff recognise that they are accountable for the success of the School and establishing it as the service of choice
- Provide information, objective advice and support to the PLYMOUTH CLUSTER to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money
- Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting children's learning and achieving the school targets for improvement
- Carry out all duties and responsibilities with due regard to any legislative requirements e.g. health and safety, equalities and employment law

Welfare of Pupils

- Ensure the school is committed to safeguarding and promoting the welfare of children and young people as required under all legal guidance and subsequent legislation, the head teacher is expected along with all staff and volunteers to share this commitment and to act accordingly.
- Ensure that all staff are appropriately trained and aware of the procedures and requirements for the safeguarding of young people.
- And that sufficient resources and time are allocated to enable the designated safeguarding lead person and other staff to discharge their responsibilities, Including

taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children

- Ensure that all pupils, parents, staff and visitors are treated with respect and dignity and their achievements are properly recognised and celebrated
- Empower the self-determination of pupils, and where necessary, ensure their needs and views are advocated to others
- Ensure systems and strategies for behaviour management and change and monitoring and improving attendance are in place and effective
- To develop a culture where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices

Other Duties

- To undertake any other duties in connection with the role of Head Teacher as might reasonably be requested by the CEO, Executive team, Trustees or PLYMOUTH CLUSTER at any time
- The job description and allocation of responsibility may be amended from time to time.

Trust Standards

The post holder is, at all times, required to work within the Trust's:

- Health and Safety Policy, performance standards, safe systems of work and procedures
- Act in accordance with the appropriate legislation and regulations, codes of practice, the provisions of the Trust's constitution and its policies and procedures.

Trust Values

- Professional excellence in all we do
- Valuing the individual and our service to them
- Valuing growth and releasing potential
- Celebrating Success
- Compassion and caring for everyone

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change and the above list is not exhaustive. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.

Head

Person Specification

Qualifications, Experience and Professional Qualities

Qualified Teacher Status	Essential	Application/ Interview
Degree	Essential	Application/ Interview
Level 3 Safeguarding trained	Desirable	Application/ Interview
Professional education Headship qualification (NPQH or equivalent)	Essential	Application/ Interview
Educated to Masters level or actively pursuing this	Desirable	Application/ Interview

Role Specific Qualities

Current experience of leading a school providing Excellent education and ever improving standards	Essential	Application/ Interview
Relevant experience of developing and sustaining a learning culture that has the needs of pupils at its heart, including high expectations and standards of achievement.	Essential	Application/ Interview
Experience of accurate analysis of information and identification of areas of concern and leading improvement through specific actions with high impact and success evaluation	Essential	Application/ Interview
Recent experience in developing school leaders who have specific responsibilities to take a wider school leadership role to improve standards and provide a sustainable leadership team	Essential	Application/ Interview
Demonstration of successful planning for the whole school intervention for disadvantaged and vulnerable pupils	Essential	Application/ Interview
Committed to research based whole school improvement	Essential	Application/ Interview
Experience of accurately identifying suitable provision, identifying the baseline capabilities of pupils, securing a fresh start for all pupils and then supporting successful reintegration or transition from the school.	Essential	Application/ Interview
To be responsible for the outcomes of all vulnerable and identifiable groups compared to National expectations. These groups include those with SEND, disadvantaged, boys and girls, different ages and ability.	Essential	Application/ Interview
To have excellent and current knowledge of current legal responsibilities. (e.g. SEND Code of Practice 2015, Equalities ACT 2010, Education ACT, Children and Families ACT, Keeping Children Safe in Education 2016)	Essential	Application/ Interview
To demonstrate having developed the quality of teaching, learning and assessment across a school	Essential	Application/ Interview
To have lead on continual professional development (CPD), and the impact it has on delivering improvement	Essential	Application/ Interview
Ability to accurately interpret and analyse financial information to inform tight budgetary control	Essential	Application/ Interview

Professional Attributes***Teaching Experience***

Demonstrable outstanding, sustained, and successful experience as a teacher in a PRU/ AP /SEND context.	Essential	Application/ Interview
Substantial experience of outstanding teaching to pupils at Key Stage 1&2 or 3&4	Essential	Application/ Interview
Experience of teaching in more than one school.	Essential	Application/ Interview

Developing Self and Working with Others

Understands the significance of interpersonal relationships and strategies for promoting individual and team development.	Essential	Application/ Interview
Knows how to promote a coaching culture.	Essential	Application/ Interview
Has a clear understanding of the impact of change and different leadership styles on individuals and organisations.	Essential	Application/ Interview
Successfully led, planned, managed and evaluated change which has had a significant positive impact at whole school level.	Essential	Application/ Interview
Demonstrates the ability to work strategically and successfully at a senior leadership level.	Essential	Application/ Interview

Managing the Organisation

Successful leadership of a school with outstanding outcomes and excellent education	Essential	Application/ Interview
Successful experience of the supportive and focused delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation	Essential	Application/ Interview
Understands how to establish and sustain uncompromisingly effective organisational structures, systems, policy and practice	Essential	Application/ Interview
Knowledge of and commitment to the implementation of the safeguarding agenda	Essential	Application/ Interview
Current experience of providing value for money and impact for spend per pupil	Essential	Application/ Interview

Shaping the Future

Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.	Essential	Application/ Interview
Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales.	Essential	Application/ Interview

Securing Accountability

Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these.	Essential	Application/ Interview
Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance	Essential	Application/ Interview
Experience of holding individuals, teams and whole school to account for pupil learning outcomes.	Essential	Application/ Interview
Accurate implementation of a balanced budget ensuring financial accountability and all MAT process is followed	Essential	Application/ Interview

Strengthening Community

Understands the importance of listening to, reflecting and acting on community feedback.	Essential	Application/ Interview
Experience of strategies that encourage parents and carers to support their children's learning.	Essential	Application/ Interview
Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils.	Essential	Application/ Interview

Personal Skills and Attributes

Inspire, challenge, motivate and empower teams and individuals to achieve high goals and find solutions	Essential	Application/ Interview
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people. Think analytically and creatively and demonstrate initiative in solving problems	Essential	Application/ Interview
Demonstrate uncompromising personal and professional integrity, including modelling values and vision	Essential	Application/ Interview
Prioritise, plan and organise themselves and others	Essential	Application/ Interview
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	Essential	Application/ Interview
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	Essential	Application/ Interview
Demonstrate resilience and optimism	Essential	Application/ Interview

Confidential Reference and Reports

Strong recommendation from all referees, including current employer	Essential	References
Satisfactory health and attendance record	Essential	References
Satisfactory safer recruitment checks	Essential	References