**Mount Tamar School**

**Headteacher Recruitment Information Pack**



**Headteacher recruitment Pack**

**Contents**

|  |  |
| --- | --- |
| Information about the school | 2 |
| The Role | 2 |
| Job Description | 4 |
| Person Specification | 6 |
| Guidance for Applicants | 8 |
|  |  |

**Information about the school**

Mount Tamar is a community special school based in Plymouth for 110 young people aged 5 to 16 years who have wide-ranging needs including social emotional and mental health needs, ASC, ADHD, Attachment and Trauma.

We are immensely proud of our inspirational staff team, whose aim is to support and inspire our amazing young people to become successful, adaptable, resilient and passionate learners with high expectations for their futures.

The school is situated in Plymouth. The main campus ‘Row Lane’ is ‘all through’ with both primary and secondary facilities. The school also benefits from three smaller satellite sites: Seymour House, which is for secondary aged pupils with the most complex needs; Darwin, for a small group of pupils on the autistic spectrum who find the busier environment of Row Lane too challenging; and ‘Wolseley’, two small units on a close-by industrial park which offer a range of vocational options.

Following a ‘no formal designation’ inspection in May 2020 an Interim Executive Board (IEB) assumed control of the school’s strategic direction and an interim Headteacher has been appointed until July 2022.

**The Role – Headteacher (£69,000– £96,000)**

This is an exciting opportunity for an experienced senior leader who has a proven track record of creating positive cultures and driving rapid change and improvement in a challenging environment. A senior leader who has vison, energy and who is looking for a new challenge.

The school was rated by OFSTED as good in 2017 however, a period of turbulence has led to significant weaknesses in leadership and management being identified in a recent ‘no formal designation inspection’. Our interim leadership have worked hard with staff to lay solid foundations for change, and to continue this positive momentum the school’s IEB is now looking for an inspirational, supportive and resilient leader to continue to raise standards through monitoring and evaluating practice and actively raising standards in teaching and learning across the school.

This role will be challenging, but it will also be very rewarding and you will be well supported. Whilst our pupils have complex needs, they are full of potential and we are looking for a candidate who has practical experience of working with pupils with SEMH needs so that this potential can be realised.

In order to drive the vision for a learning environment which engages, stimulates and motivates vulnerable learners, we are looking to appoint a dynamic, creative and experienced Headteacher to lead and manage all aspects of the school.

The successful candidate will play a leading role in the design of a refreshed vision for this social, emotional and mental health special educational school. You will lead the transformation of learning for this group of children and young people.

We seek a dynamic, creative and experienced leader who has demonstrated the ability to make fundamental changes to a school environment while creating a healthy culture for pupils to learn in and staff to work in. You will have empathy and aspiration for vulnerable young learners and a commitment to raising their standards of attainment and achievement: evidence of successfully leading change is a prerequisite for this post.

As a dynamic leader, you will offer support and challenge to other leaders in the school ensuring all young people receive appropriate pastoral support and support from appropriate external agencies. You will take overall responsibility for the regular monitoring and tracking of attendance, conduct and behaviour. You will lead the school and make decisions about matters of routine organisation whilst working in partnership with other key agencies.

We are looking for a dynamic leader who will have:

* The ability to lead on, and drive, fundamental changes to the school
* Excellent organisation skills, be able to work under pressure, have excellent communication skills and able to deliver results.
* A proven track record of success, focusing on social, emotional and mental health issues with children and young people.
* An excellent understanding of Safeguarding and procedures
* An understanding of our unique school community and context.
* An ability to empower the workforce
* A commitment to high standards and a belief that every pupil can succeed
* An ability to work collaboratively
* Ability to develop a devolved and sustainable leadership across the school

We are offering:

* Children who are happy, open and honest and about how they feel and are ready to learn
* A strong, dedicated team who work well together
* A commitment to continuous professional development
* A well –informed and supportive IEB who reflect the enthusiasm of the school
* Strong multi agency working with partners and across special school and mainstream sectors

**Job Description – Headteacher**

**Responsible to – Interim Education Board**

**Main purpose**

The aim of this role is to fulfil the professional responsibilities of a Headteacher; including the supervision of all pupils and staff, and the school premises. You will provide the day-to-day direction and leadership that represents a consistent and effective model of integrity, excellence, collaboration and accountability.

You will work alongside the IEB who will provide strategic leadership and hold overall accountability for direction, standards and the achievement of students.

**Key Accountabilities**

• Promote the vision, values and ethos to pupils, staff, families and the wider community.

• Motivate others to ensure a high quality and expectations environment through effective distribution of leadership.

• Translate the vision into agreed objectives and operational plans for the school.

• Maintain high standards in all aspects of school life.

**Leading teaching, learning and assessment:**

• Establish creative, responsive and effective approaches to learning and teaching and evaluate the effectiveness of those in place.

• Provide leadership to and implementation of the curriculum planning process, designed to assure the school’s ability to provide a broad, relevant and innovative educational experience for all pupils.

• Carry out effective monitoring of standards as agreed with the IEB and report outcomes with appropriate responses.

• Contribute to the monitoring and evaluation of the school’s progress towards improvement targets.

• Show involvement in the daily life and activities of pupils by personally recognising their achievements and sharing in their successes as well as their problems and concerns.

**Developing staff and leading own growth:**

• Maintain effective strategies and procedures for staff induction, professional development and performance review in order to secure outstanding practice.

• Maintain and further develop a culture in which all staff recognise that they are accountable for the

success of the school and for its standards of engagement, quality of teaching and pupil progress.

• Promote and maintain a culture of high expectations for self and others.

• Regularly review the typicality of standards, ensuring high quality feedback to colleagues including identifying and tackling under performance at all levels.

• Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support where necessary.

**Managing the school and securing the future:**

• Effectively manage the school on a day to day basis, being responsible for the overall operation of all school events, day to day human resources issues, and school premises and facilities.

• Work with the IEB to recruit, retain and deploy staff appropriately.

• Develop effective relationships and communications with parents and the local community which underpin a professional learning community that enables everyone in the school to achieve.

• Review the impact of policies, priorities and targets of the school and evaluate these with the governing body.

• Implement established school policies and collaboratively review and make recommendations for change.

• Ensure evidence–based improvement plans promote continuous school development, linked to the core priorities of the School Improvement Plan.

• Keep the IEB fully informed of any critical need affecting the smooth operation of the school and the educational experience of the pupils and staff.

• Ensure compliance at every level with school policies and procedures.

• Ensure day to day that every pupil has access to high quality teaching and learning, in a safe and stimulating learning environment.

**Safeguarding:**

• Have due regard for safeguarding and promoting the welfare of pupils and staff, and to ensure the procedures adopted by the school are robust and effective.

* Understand health and safety and ensure a safe working environment for all stakeholders

**Strengthening relationships and reputation:**

• Actively promote the school as the school of choice.

• Promote cohesion by working collaboratively with other schools and the central team within the

organisation to secure the effective management of the school and its resources.

• Create and maintain effective relationships with parents and carers to support and improve pupils’

achievements and personal development.

• Develop effective links with the community to extend the curriculum, enhance teaching and broaden learning opportunities.

In addition, the Headteacher performs and/or directs all other duties as may be assigned by the IEB.

**Person Specification - Headteacher**

**Responsible to – Interim Executive Board**

In order to be shortlisted you must demonstrate in your letter of application how you meet the essential elements of this person specification.

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| **Attributes** | **Essential** | **Desirable** |
| **Education and Professional Qualifications** | * Qualified Teaching Status
* Evidence of continuous professional development
* A degree qualification
* Recent and relevant leadership development training
* An enhanced DBS certificate
 | * Higher Degree
* NPQH
* Ofsted Inspection qualification
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| **Leadership Skills and Behaviours**  | Please demonstrate how you have:* Fulfilled your professional responsibilities by modelling good behaviours
* Built relationships rooted in mutual respect, observing at all times proper boundaries appropriate to your professional position
* Helped to create a culture where pupils experience a positive and enriching school life
* Upheld ambitious educational standards which prepare pupils from all backgrounds for their further education and life
* Ensured there are positive relationships across the school community and a safe and orderly and inclusive environment
* Ensured sound financial probity within a challenging budget
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| **Curriculum, teaching and assessment**  | Please demonstrate how you have:* Contributed to a broad and structured and coherent curriculum
* Helped to establish and sustain a high quality, expert teaching built on a secure understanding of effective teaching and learning
* Ensured valid and reliable approaches are used to assess pupils’ knowledge and understanding of the curriculum
* Played a part in ensuring the school works effectively with parents, carers and professionals to identify the needs of the pupils, providing support and adaptation as appropriate
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| **Professional development and responsibilities** | Please demonstrate how you have:* Ensured staff have high quality, sustained professional development opportunities aligned to balance the priorities of the whole school, team and individual needs
* Ensured staff know and understand their professional responsibilities and are held to account
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| **Safeguarding**  | Please demonstrate how you have:* Ensured the protection of safety oof pupils and staff through effective approaches to safeguarding
* Prioritised and allocated financial resources appropriately ensuring efficiency, effectiveness and probity
* Ensured or contributed to robust approaches to identifying, managing and mitigating risk
* Developed safeguarding protocols and policies and have a sound understanding of statutory responsibilities, procedures and Early Help

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| **Working in partnership** | Please demonstrate how you have:* Committed school to work successfully with other schools and organisations in a climate of mutual challenge and support.
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**Guidance for Applicants**

If, after reading all the background information, you think you’d like to Lead Mount Tamar school and join our team, then we suggest you carefully follow the guidance below.

All applicants must complete the relevant application form and attach a supporting letter showing how you meet the essential criteria. This letter must be no longer than 4 A4 pages in font 12. We do not accept CVs.

Make sure you complete all parts of the application form and give us as much relevant information as you can, as this is what we use to shortlist applicants for interview.

* Read the instructions on the application form carefully before completing it.
* Read the Job Description and Person Specification. If you don’t meet the essential criteria for the post, you will not be shortlisted.
* Use the Person Specification as your guide for the letter. We would suggest you write your supporting letter in the same order as the Person Specification. Tell us about the knowledge, skills and experience you have that is relevant. Give lots of examples from work and outside if it’s appropriate.
* Make sure we can read your application if you are handwriting it.
* Remember, if you conceal or misrepresent relevant information at any stage you will be disqualified from appointment or, if appointed, may be dismissed without notice.
* If you are shortlisted for interview you will need to bring relevant documents with you.
* Please come and visit the school, a role here may be for you and you’ll only find that out by seeing for yourself.

Note the application closing date and time is 31 December at 1pm. Late applications will not be considered.

It is your responsibility to ensure it reaches us on time.

Please return the application to:-

Mrs K Powell, Effective School Governance Ltd, Ty Bryn, Parkhouse, Trellech, NP25 4QX or online at karen.powell@btinternet.com

Interviews will be held on Thursday 20 and Friday 21 January 2022