

# Headteacher Satellite School Candidate Information



**Make a difference to  
the lives of children  
and young people  
every day**

Pride Passion Partnership Professionalism Positivity



A member of



Family of Schools

*“We are a family. There is so much teamwork and collaboration - each person has got something to bring.”*

**Trust Staff Member**

## The Bridge MAT

The Bridge Trust is an ambitious family of schools which embraces the individuality of everyone, both children and adults. We are committed to get learning right and we're always looking for new and better ways of doing things. Everything is about doing the best for our children and young people.

We place children and young people at the heart of everything we do. We improve lives through innovative and integrated approaches.

Our five values – the 5 Ps underpin our work:

**Positivity Passion Pride Partnership Professionalism**

These values are central to the success of our family of schools.

Presently The Bridge Trust oversees five schools in London, three special schools and two mainstream primary schools. It also operates a Development Centre and Outreach Service. The Trust also oversees two schools in Norfolk – The Bridge Easton in Norwich and Fen Rivers School in Kings Lynn.

# Satellite School

The Satellite School is a special needs school for children and young people with autism as their primary area of need. We are based in Islington, North London and we have a primary and a secondary school located on two separate sites. Students attending the school all have an Education, Health and Care Plan and can access a modified National Curriculum. Our students require support with social communication and interaction, problem solving, anxiety, functional skills, and other areas related to their diagnosis.

At the Satellite School we nurture active minds; our students are encouraged to achieve their full academic potential and their wellbeing is at the heart of all we do. They will develop confidence in their personal, social and emotional skills equipping them to make a positive contribution in society. Students and their families are central to our school community and we encourage positive partnerships between the two.

At The Satellite School we use autism friendly best practice and a school wide Positive Behaviour Support approach. This is linked to our school values where students are learning to keep themselves and others safe, to build their independence and resilience. We use a three-tiered framework to support our students to overcome challenges and to learn well.

## About The Role

If you're an innovative, experienced leader, keen to develop your career within a pioneering Trust, there's no better role for you. Work with us and you'll be part of an ambitious community, offering excellent professional development, creative collaboration and cutting-edge research.

The post is line managed by the Chief Executive Officer of The Bridge Trust, but is an autonomous Headteacher role with responsibility for the day-to-day management of the school. You will work alongside a friendly, expert team contributing to developing the existing innovative educational practice and providing inspirational, dynamic leadership for the teaching and nonteaching staff.

## Benefits

*Some of the benefits of working with us are:*

- Continual sharing of ideas and practice
- Partnership and collegiality
- An explicit standard of expected practice
- Opportunities to support other schools, providing system leadership
- Taking part in research, evidencing best practice
- Receipt of high quality professional development activities

# Job Profile

**Role:** Headteacher

**Salary:** L19 - 23

**Responsible to:** CEO

The role is a safeguarding post and rigorous checks are undertaken in recruitment and during the term of employment as deemed necessary.

## Job Purpose

In addition to carrying out the professional duties of a teacher, the Headteacher will play a major role in the leadership of the school.

They will lead the school and will work in partnership with other school leaders to create a learning institution that meets the needs of pupils with cognition and learning needs.

## Main responsibilities

### Strategic Direction and Development

The Headteacher will work with other school leaders and the governing body to develop the school strategically, by:

- Contributing to the creation, implementation and development of the school improvement plan (sip)
- Communicating effectively the long, medium and short term objectives of the school improvement plan to staff
- Ensuring that effective organisational and administrative systems which support the aims of the school are in place
- Determining, monitoring, evaluating and reviewing school processes and practices to take account of national, local and school data, inspection and research findings appropriate to the school
- Maintaining liaison and co-operation with other schools and officers of the local authority to ensure that the school is always at the centre of developments that enhance the practices being used in the school.



### Teaching and Learning

The Headteacher will work with other school leaders to create and maintain an environment that promotes and secures good teaching, effective learning and care, high standards of achievement and progress and good behaviour, by:

- Being involved in the monitoring and evaluation of teaching and learning and achievement of all pupils
- Providing clear educational direction for the school
- Contributing to the establishment and maintenance of procedures which promote effective professional practice and define curriculum content
- Implementing the curriculum and assessment policies and schemes of work being used by the school and ensuring that they are flexible enough to meet the needs of all pupils
- Creating and maintaining effective partnerships with parents to improve achievement and personal and social development.

### Deployment of Staff and Resources

The Headteacher will manage the deployment of people and resources efficiently and effectively in order to meet the specific objectives of the School Improvement Plan, by:

- Working with other leaders to recruit and appoint staff
- Working with the Estates and Facilities Manager to ensure that the accommodation efficiently and effectively meets the needs of the curriculum,
- Working with the Business Support Officer and Finance Manager to oversee effective administration and control systems for the proper discharge of any administration, finance and HR duties

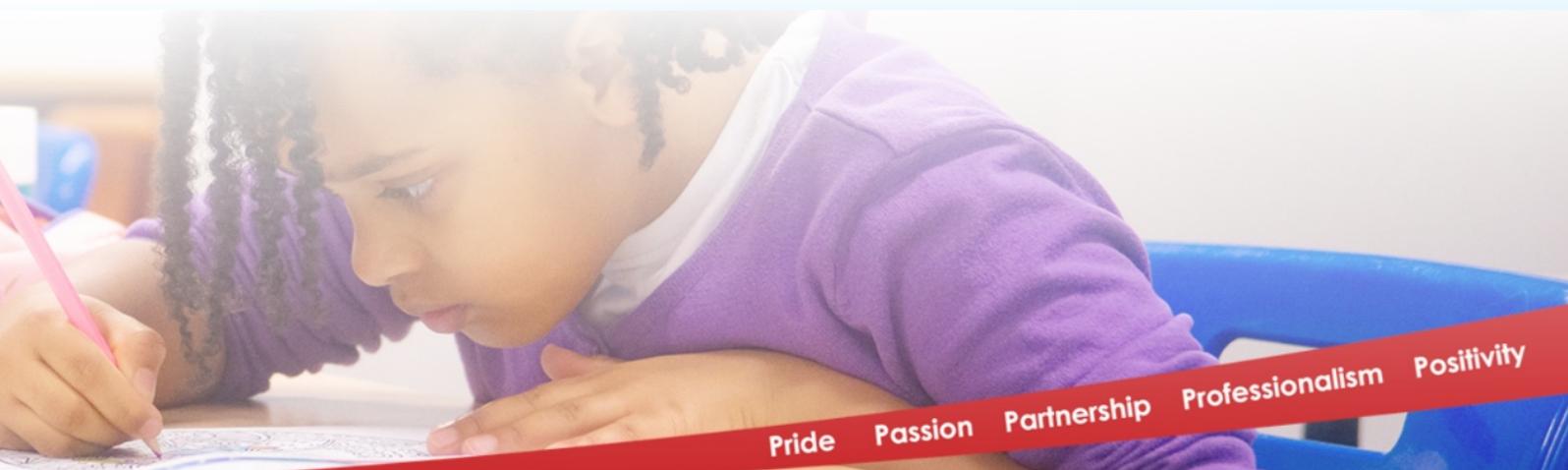
### Leading and Managing Staff

The Headteacher will lead, motivate, support, challenge and develop staff to secure improvement, by:

- Fulfilling performance management duties
- Planning, allocating, supporting and evaluating the work undertaken by staff employed in the school, and by volunteers and students working in the school
- Motivating and enabling other professionals working in the school to carry out and develop their respective roles through oversight of their work in relation to the aims of the school.

Community involvement: The Headteacher will work with other school leaders and the governing body to promote the school as a community resource, by:

- Working with the senior leaders of local schools to ensure that a model of inclusive practice is promoted
- Developing 'extended' provision capable of meeting the needs of the pupils who attend the school, their families and the local community.



# Person specification

The person specification describes the skills, knowledge and experience required to carry out the job and will also be used in the shortlisting and interview processes.

## Qualifications

- E1. A good first degree
- E2. Further qualifications in Special Educational Needs or management would be desirable (Advanced Diploma, MA, NPQH etc)
- E3. At least 5 years working at a senior level with pupils with Autism and/or SLD/PMLD

## Knowledge, understanding and experience

- E4. Knowledge of what makes good teaching and learning in a special school
- E5. Insight into the needs of pupils with complex needs and autism
- E6. Understanding of the design and management of the curriculum for a wide range of educational needs
- E7. Ability to use research evidence to inform teaching and learning
- E8. Strategies for ensuring inclusion, diversity and access
- E9. Monitoring, evaluating and challenging performance
- E10. Experience of contributing to school self-evaluation

## Professional qualities and abilities

- E11. Excellent teaching skills
- E12. High levels of ability to communicate, motivate, lead and manage
- E13. Ability to work as part of a team
- E14. Passion for education and compassion for those charged with the task of educating
- E15. Willingness to undertake further training and research for self and be involved in the training of others
- E16. Willingness to contribute to delivery of Trust Professional Development Pathways across all roles
- E17. Commitment to inclusion and community involvement
- E18. Determination to ensure equal opportunities and cultural diversity



***“This is an innovative school. We have new school buildings, sensory rooms, cutting edge technology...***

***Also practice is innovative. We try out new ideas and support each other”***

*Member of Staff at a Trust School*



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