

SUNNYDOWN SCHOOL HEADTEACHER CANDIDATE PACK



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WELCOME LETTER

Dear Applicant,

On behalf of the governing body, I would like to thank you for expressing an interest in the position of headteacher at Sunnydown School.

Our current creative and caring headteacher of 11 years has recently resigned after leading this highly successful school. We are now looking to recruit a dedicated and inspirational headteacher to lead the school forwards.

Sunnydown School is a specialist secondary school for boys with autism where students achieve highly and learn life skills for the world beyond school. This school is unique in Surrey.

We have a team of friendly, committed and supportive staff who deliver excellent quality teaching and support for the 90 boys in KS3 and KS4, all of whom have EHCPs.

We are looking for a headteacher who will build on the practice that is embedded in the school and lead the school forward promoting a culture of success in and beyond academic attainment. The new headteacher will need to lead on the further development of the curriculum in the context of the changing needs of students attending. They will also need to continue the development of being an outward facing school. The new headteacher will need to be able to articulate and communicate strategic intent to all stakeholders, providing robust and accurate reports, seeking support and challenge to evidence compliance and improvement in the school's practice.

We encourage you to visit our school. Please contact Ross Laird on 07901 585959 to arrange a tour of the school and meet with students and staff.

We look forward to receiving your application.

Yours sincerely,

Yvonne McLeod

Chair of Governors, Sunnydown School

VISION & VALUES

Sunnydown School - 'we come to conquer'



Our shared Vision is to ...

Empower our students to transform their own lives.

Our Mission is to ...

... create a successful and unique journey for every student so that they are:

- Listened to
- Actively learning
- Able to access a curriculum that is broad, innovative and provides interest and challenge
- Taught by dedicated professionals in a nurturing, safe and inclusive environment
- Resilient through nurture
- Independent through support
- Cooperative through challenge
- Encouraged to actively learn and grow
- Enabled to be confident, mindful and tolerant
- Empowered to be responsible, transformative and to aspire for an independent & successful future

All this while delivering the vision and exploring opportunities to extend our provision beyond current capacity.

VALUE STATEMENT

We strive to deliver exemplary practice where the efforts invested by all those involved with the School are recognised, celebrated, valued and promoted.

We continue to develop a reflective, outward looking, informed approach to self-evaluation and improvement throughout the School.

The School promotes the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

HEADTEACHER JOB DESCRIPTION

JOB TITLE: Headteacher

ACCOUNTABLE TO: The governing body

RESPONSIBLE FOR: All staff and pupils in Sunnydown School



KEY REQUIREMENTS AND ACCOUNTABILITIES:

Shaping the school

- Sunnydown School is a specialist school for boys in KS3 and KS4 all of whom have an EHCP primarily identifying communication and interaction needs associated with autism.
- Further development of the curriculum to reflect the changing needs of students being admitted to the school.
- Maintain high outcomes.
- The Headteacher is the leading professional in the school. They are accountable for delivering exceptional education and care to the students.
- The role requires strategic leadership, operational management and a commitment to inclusive education that enables all pupils to thrive.

Qualities and knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards your pupils and staff across the schools, and towards parents, governors and members of the local communities.
- Lead by example, with integrity, creativity, resilience and clarity; drawing on scholarship, expertise and skills of others.
- Sustain wide, current knowledge and understanding of education, special education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the schools' vision, ably translating local and national policy into the schools' context.
- Communicate compellingly the schools' shared vision and drive the strategic leadership of the schools, empowering all pupils and staff to excel.

HEADTEACHER JOB DESCRIPTION *CONTINUED*



Students and staff

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in the senior leadership team and staff for the impact of their work on students' outcomes.
- Working with the senior leadership team to secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Ensure the ongoing development of an organisational structure which promotes effective operations within and across the schools.
- Hold all staff to account for their professional conduct and practice.

Systems and processes

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the schools.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance and expecting the school leadership team and line managers to do the same, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing body by understanding its role and enabling it to deliver its functions effectively, particularly in relation to setting school strategy.

HEADTEACHER JOB DESCRIPTION *CONTINUED*

Systems and processes *continued*

- Ensure the governing body receives high quality and robust data to interrogate and evidence compliance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the schools' sustainability.
- Distribute leadership throughout the school, ensuring the senior leadership team have distinct roles and responsibilities and are held to account through appraisal.
- Take part in appraisal with governors and an externally appointed advisor.

The self-improving school system

- Working with the senior leadership team to create outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The headteacher may also be required to undertake other reasonable duties as may be requested by the governing body from time to time.

This job description is subject to the general conditions of service for a headteacher as set out in the School Teachers' Pay and Condition Document. The job description is based on the National Standards of Excellence for Headteachers.



HEADTEACHER PERSON SPECIFICATION

The person specification shows the abilities and skills you will need to carry out the duties in the job profile. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.



The letters in the final column indicate in which element of the recruitment and selection procedure the evidence is intended to be collected.

A application form **SS** supporting statement **I** interview

QUALIFICATIONS AND EXPERIENCE		ASSESSMENT METHOD
1.	Essential: Qualified Teacher Status or Qualified Teacher Learning and Skills (QTS or QTLS) (with degree level education or equivalent). Desirable: National Professional Qualification for Headship (or working towards this) or evidence of other successful post-graduate study (e.g. MA in Education).	A
2.	Proven recent senior leadership experience, preferably as a headteacher or head of school, in a relevant sector school.	A
3.	Proven excellent and inspirational teaching relevant to sector.	A,I
4.	Relevant experience of working with children with a wide range of special needs.	A,I
5.	Experience and understanding of managing people, budgets and IT in relation to its effective use in the curriculum.	A,SS,I
KNOWLEDGE AND SKILLS		
LEADERSHIP AND MANAGEMENT		
1.	The ability to develop and communicate a clear vision for the future development of the school in consultation with stakeholders.	I
2.	To have an up-to-date understanding of national policy, curriculum developments, and statutory and legal frameworks within which schools operate, including the Ofsted Inspection framework and safeguarding practices and procedures.	SS,I
3.	The ability both to lead and to distribute leadership appropriately, to motivate and inspire others and manage people to work as individuals and as part of a team. To provide professional leadership, motivate staff, set standards and engender initiative and a common purpose.	SS,I
4.	The ability to initiate and manage change to meet a school's strategic objectives.	I
5.	The ability to lead the development, planning, monitoring and evaluation process.	I
6.	The ability to manage and plan strategically the use of financial and other resources to achieve a school's objectives.	SS,I
7.	The ability to plan, prioritise and delegate responsibilities according to both the long term and day-to-day needs of a school, monitor their implementation and ensure feedback on their effectiveness.	SS,I
8.	The ability to identify and evaluate data critical to the assessment of a school's performance and take appropriate action.	SS,I
9.	The ability to maintain good behaviour and discipline to support children's learning and social development.	SS,I
10.	The ability to communicate effectively in writing and orally to a range of audiences.	SS,I

HEADTEACHER PERSON SPECIFICATION



MANAGEMENT OF TEACHING, LEARNING AND ASSESSMENT		ASSESSMENT METHOD
1.	Demonstrate a sound understanding of child development and learning.	A,SS,I
2.	Demonstrate an understanding of the principles of excellence in teaching, learning and assessment, competently using ICT to provide continuous monitoring.	A,SS,I
3.	Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising pupil attainment and ensuring strong pupil progress.	A,SS,I
4.	Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving pupils' outcomes.	I
5.	Demonstrate a very good knowledge and understanding of how to provide a broad and balanced education and the widest range of opportunities for all pupils, including SEND and disadvantaged children, to enable them to achieve their full potential.	I
BUILDING PARTNERSHIPS AND DEVELOPING SELF AND OTHERS		
1.	The ability to lead and motivate colleagues including performance management and continuous professional development (CPD).	SS,I
2.	The ability to work in partnership with governors, the local authority and Schools alliance for excellence (SAfE), other schools, network establish/maintain links with local businesses.	SS,I
3.	The proven ability to work in partnership with all families to involve them in the education of their children.	SS,I
4.	The proven ability to involve all pupils in their education and learning.	SS,I
5.	Up-to-date knowledge and understanding of current developments in education, including evidence of commitment to recent CPD.	A,SS
6.	The ability to drive performance whilst effectively challenge underperformance.	A,SS,I
MANAGING THE SCHOOL		
1.	To be accountable to the governing body for decisions taken affecting pupils, staff and the wider community.	I
2.	To work collaboratively with the governing body to set the strategic vision, development plan and focus on finance to achieve agreed aims within a balanced budget.	I
3.	To promote good staff and parent relationships and deal sensitively with people and any conflicts.	SS,I
4.	Undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to rigorously analyse performance.	SS,I
5.	Commitment to safeguarding children and ensuring all members of the community share that commitment.	A,SS,I

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check.



HOW TO APPLY

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Ross Laird at Academicis, our recruitment partner, on rlaird@academicis.co.uk or by phone on 07901 585959 / 01223 907979.

Closing date:

15th September

Interviews:

23rd & 24th September

***Safeguarding statement** - Sunnydown School is committed to our responsibilities for safeguarding and promoting the welfare of children, young people and vulnerable adults as outlined in Working Together to Safeguard Children. We are committed to recruiting candidates who share this commitment to safeguarding, and therefore we apply robust recruitment and selection procedures to ensure that the people selected are right for the job, and that all candidates are appropriately screened prior to appointment. Part of this screening will include an online/social media search.*



Portley House, 152 Whyteleafe Road, Caterham, Surrey, CR3 5ED