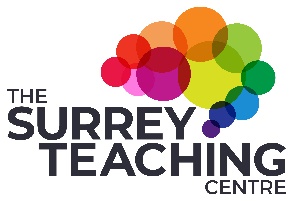
Headteacher

Recruitment Information Pack



Tadworth Court

Tadworth

Surrey

KT20 5RU

Tel: 01737 354006

**recruitment information pack**

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Description automatically generated**From the Chair of the**



**Management Committee**

April 2024



Dear Applicant

On behalf of the Management Committee, I would like to thank you for expressing an interest in the position of Headteacher at the Surrey Teaching Centre.

We are looking for a dedicated and inspirational Headteacher to lead a team of friendly, committed and supportive staff in driving an engaging and stimulating structured learning experience for pupils with an acquired brain injury (ABI).

The Surrey Teaching Centre is a short stay medical pupil referral unit maintained by Surrey. We support young people aged 2-19 to re-engage with learning following a recently sustained brain injury resulting from an accident or illness. Generally, they will have been admitted from an acute hospital setting. Classes are small and much of the teaching is on a 1:1 basis enabling teachers to assess and deliver a personalised learning experience.

All pupils at Surrey Teaching Centre have special educational needs, medical needs and/or the need for intensive therapies and are resident in The Children’s Trust which is an independent charitable residential home. Rehabilitation programmes vary in length and pupils can be with us for between six weeks and four months. Most will return to their mainstream primary or secondary educational placements and, for most of our pupils, an application is made for an Education Health Care Plan.

Following an Ofsted judgment of ‘Outstanding’ in November 2023 and the school being awarded Trauma Informed School status, we are looking to appoint a new leader who we believe needs to be committed, flexible and compassionate yet rigorous and understanding of the culture of achievement and success.

If you would like further information and to arrange a visit, please contact the School Business Manager, Akuah Quist at [aquist@tadworthcourt.surrey.sch.uk](mailto:aquist@tadworthcourt.surrey.sch.uk).

We look forward to receiving your application.

Yours sincerely,

Gee Harvey

Chair of Management Committee

**ABOUT OUR SCHOOL**

**Our vision**

To set no limits on what we can achieve.

**Purpose**

To inspire and enable children and young people to grow in confidence and re-engage with learning following an acquired brain injury.

**Values**

**Growth** - To support pupils to participate in school with the greatest independence and efficacy possible both during and after placement.

**Respect** - To compassionately support pupils and their families to navigate their newly acquired needs.

**Curiosity**- To courageously explore our own potential as a whole school community.

Please see our website for more information - www.tadworthcourt.surrey.sch.uk.

### Curriculum structure

We aim to explain explicitly to pupils and families what is to be learnt and how the learning will take place.

**In The Early Years Foundation Stage**(Yellow Class) the curriculum is delivered through the EYFS Statutory Framework with links to the school's Core Skills Curriculum. There is a special focus on the three prime areas: communication and language; physical development; and personal, social and emotional development.

**The National Curriculum** provides the basis for pupils working within these levels. (Primary Blue Class and Secondary Red Class). Through a comprehensive assessment process, we work on enabling pupils to relearn and regain skills and knowledge acquired before their brain injury. Some pupils may acquire new knowledge whilst with us and the focus then may be on academic courses that they were following prior to their injury.

**The School's Core Skills Curriculum**addresses the needs of pupils working at very early recovery levels or accessing the Engagement Model (Orange Class). Planning starts from very detailed assessment that is built on to provide a programme incorporating the needs and interests of individual pupils. This encompasses communication, early thinking skills, sensory and physical abilities which are fundamental to all learning.

We also offer a Personal Pathways curriculum which all pupils can access. Our personal pathways curriculum promotes the personal and social development, health and wellbeing of pupils. The social and emotional aspects of learning are the underpinning qualities and skills that help us manage life and learning effectively. These aspects are often considered to fall into two categories: the personal e.g. self-awareness and the interpersonal e.g. social skills. Pupils with an acquired brain injury may be struggling with the loss of skills and/or attributes and the personal pathways curriculum can provide a meaningful framework within which a wide range of key skills can be acquired, re-acquired, or practised.

All staff at Surrey Teaching Centre have undertaken Trauma Informed training. We use a trauma informed approach to prioritise children/young people feeling regulated and safe and to help them to learn to self–regulate. Vulnerable children are fragile learners, and we have to help them regulate before we can educate them. Staff are encouraged to take therapeutic opportunities within learning sequences. A child’s emotional wellbeing is of the highest importance.

**APPLICATION PROCEDURE**

Completed applications should be returned via eteach or by email to [aquist@tadworthcourt.surrey.sch.uk](mailto:aquist@tadworthcourt.surrey.sch.uk)no later than 12pm on Monday 29th April 2024.

Please look carefully at the job description and person specification for this post. Your personal statement should relate to the specification and should be personalised to meet the priorities of our school.

It is our school policy that reference requests will be made for all applicants that are shortlisted for interview and one reference should be from your current employer.

**Selection Process**

Shortlisting will take place on the afternoon of Tuesday 30th April and interviews will be conducted on Friday 10th May. Further details will be sent to those candidates called for interview.

**Safer Recruitment**

Any offer of employment to this post will be subject to an enhanced clearance from the Disclosure and Barring Service. Online checks will be made for shortlisted applicants. 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. The school will be seeking references before any offer of employment is made. Surrey is fully committed to achieving fairness and equality in employment and seeks to achieve a workforce which reflects the diversity of the community it serves. No job applicant or employee will be treated less favourably or disadvantaged, either directly or indirectly, on the grounds of gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age or any other unjustifiable reason.

**Visiting the School**

If you have any queries on any aspect of the application process, need additional information, or would like to visit the school, please contact the School Business Manager, Akuah Quist on 01737 354006 or email [aquist@tadworthcourt.surrey.sch.uk](mailto:aquist@tadworthcourt.surrey.sch.uk)

**JOB DESCRIPTION**

We are seeking to appoint an effective leader for this outstanding facility.

Job title: Headteacher

**Salary:** L14 – L20

Contract type: Permanent full time.

Accountable to: Management Committee

**Responsible for:** All staff and pupils in the school

**Start Date:** September 2024

The appointment is subject to the current conditions of employment for Headteachers contained in the Schools Teachers’ Pay and Conditions Document, the 2005 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current educational and employment legislation.

**Job Description**

The Headteacher is responsible for the professional leadership, strategic direction and day to day management of the school. The Headteacher will be an exemplary role model to the school community enabling continuous improvement of school standards and quality including setting high standards and expectations for pupil achievement across the school.

***The job description outlines key accountabilities for the role, although it may be necessary to ask the Headteacher to undertake additional duties commensurate as and when required.***

**Professional Requirements & Responsibilities**

* Promote a school culture with an ethos of high expectation for learner engagement, success and progression.
* Promote the school’s core values, strategic objectives and operational targets – supporting the implementation of its plans, policies and procedures.
* Promote the principles of equality of opportunity.
* Uphold high standards of professional conduct and practice.
* Attend and, where appropriate, chair school-working parties, task groups and team meetings.
* Represent the school in external partnerships as required.
* Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for pupils.
* Advocate for children and their families during their placement and transition back to school.
* A flexible and compassionate approach to communicating with pupils and families.

**Safeguarding**

* Take on the role of Deputy Designated Safeguarding Lead within the school ensuring that the welfare of children and young people are always the priority. The Headteacher has overall responsibility for all safeguarding within the school.
* Ensure that a safeguarding culture of vigilance is embedded in every aspect of school life.
* Ensure that all policies and processes relating to safeguarding are implemented across the whole workforce.
* Ensure that the Local Authority is provided with accurate annual audits.
* Ensure that Keeping Children Safe in Education is issued to staff and workers on an annual basis and that they have read and understood their obligations.
* Implement new systems and processes in response to any updated legislative guidance/statutory information that is released.
* Liaise with Local Authority SEN department re placement and support.
* Understand the role of the Local Authority Designated Officer (LADO) and refer to when appropriate.

**Strategic Direction and Shaping the Future**

* Work with the Management Committee to set out the aims and vision of the school, ensuring that these are clearly articulated, shared, understood and implemented by all.
* Monitor and evaluate the performance of the school taking appropriate action to secure continuous improvement.
* Develop and implement the annual school development plan (SDP) based on the school’s self-evaluation form (SEF).
* Ensure school sustainability through sound financial planning.
* Be outward looking to ensure that the school remains current and innovative. Ensure that educational thinking and developments are in the best interests of the pupils.
* Be an effective communicator and communicate compellingly the schools vision ethos and values to drive strategic leadership empowering all pupils and staff to excel.
* Oversee shaping and delivering strategic transition plans with robust reporting on strategies for pupils to ensure effective future learning goals.
* To continue to work collaboratively in partnership with The Children’s Trust.

**Education & Performance of the School**

**Educational Standards**

* Ensure educational standards take account of national and school data, inspection, research findings and reflect best practice.
* Secure and sustain outstanding teaching and learning throughout the school employing a robust system of monitoring, evaluation and review supported by high quality CPD.
* Sustain wide current knowledge and understanding of education and school systems locally, nationally and globally for the purpose of continual professional development.
* Support the Assistant Headteacher to oversee the induction and support of new staff to the school, including Early Career Teachers and trainee teachers.

**Performance Management**

* Challenge and support underperformance at all levels and ensure action is taken to secure improvement.
* Clearly link performance management to improvement priorities in the curriculum, in aspects of subject knowledge, specific pedagogy and how to embed these in classroom practice.

**Assessment and Achievement**

* Maintain a consistent and continuous all-inclusive focus on pupil achievement, using data and benchmarks to monitor progress in all learning.
* Create a culture and ethos of challenge and support where all pupils can develop, achieve success and become engaged in their own learning.
* Ensure that there is a robust system of assessment of pupil achievement and that there is an effective, accurate method of reporting to stakeholders.

**Curriculum**

* Undertake a collaborative approach to the curriculum by determining, organising, implementing and monitoring, ensuring that it can be assessed effectively.
* Ensure personalised provision is made active and engaging for pupils and integrated with the normal teaching programme to ensure inclusive practice.
* Support leaders at all levels to provide effective direction, based on an awareness of those approaches and strategies that are most likely to secure sustainable improvement across the wider curriculum.
* Encourage teachers to self-evaluate their practice and develop next steps.

**Behaviour**

* Create and maintain an environment and implement ‘Effective Engagement and Learning: Strategies for Behaviour Policy’ that promotes development and learning to secure safety and discipline.
* Work collaboratively with The Children’s Trust team to support effective communication.

**Stakeholders**

* Ensure that all assessments and reports are accurate and of a high standard to support pupils’ reintegration into school.
* Provide coherent, clearly set out and accurate accounts of school performance for a range of appropriate audiences**.**
* Establish and maintain effective partnerships with other stakeholders, to further develop or enhance the school’s provision.
* Ensure the success of the school is shared with the wider community, parents and carers.

**Human Resources, Leadership & Management of Staff**

Ensure that the wellbeing of staff is recognised and supported.

* Treat people fairly, equitably, with dignity and respect to maintain a positive culture.
* Ensure that HR policies and procedures are adhered to and shared with staff, so they are fully informed of employment related issues.
* Lead by example as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment.
* Maximise the contribution of all staff and develop a performance culture that supports the best possible outcomes for all pupils, ensuring that professional duties as outlined in the Teachers’ Standards or Teaching Assistant Standards are followed and implemented within the school.
* Plan, allocate, support and evaluate work undertaken by groups and individuals.
* Implement and maintain effective systems for performance management.
* Maintain an overview of the continual professional development (CPD) of all staff.
* Implement recruitment practices that always comply with Safer Recruitment Procedures.
* Deploy all staff effectively to ensure the highest quality of education is provided.
* Establish effective communication with staff within school so that expectations of the day to day running of the school is clear.
* Ensure that clear lines of accountability are in place with staffing to ensure that standards/processes/policies are always upheld.
* A strong, caring and flexible leadership style to influence and motivate staff.

**Health & Safety/Buildings Compliance**

* Ensure that the school’s Health & Safety Policy and procedures for reporting are embedded within the daily procedures and running of the school.
* Ensure that all staff are aware and understand their duties in relation to the Health & Safety Policy.
* Ensure that the learning environment always meets the needs of the curriculum and health and safety regulations.

**Finance**

* Work closely with the Management Committee and School Business Manager to manage the school’s financial resources effectively and efficiently to achieve the school’s educational goals and priorities.
* In consultation with the School Business Manager set a balanced budget annually ensuring that spend is within the financial limits of the school.
* Monitor the monthly reports produced by the School Business Manager.
* Ensure that financial reports are produced and submitted to the Management Committee in a timely manner.
* Provide a clear and accurate overview of the school’s performance, annual budget and financial strategies to the Management Committee.

**Appointments made will be subject to an Enhanced DBS and two satisfactory references.**

*The Surrey Teaching Centre is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced Disclosure Barring Service (DBS) disclosure.*

**PERSON SPECIFICATION**

**Headteacher**

Assessed from: 1= Written Application 2= Interview/Tests 3= Documentary evidence

|  |  |  |
| --- | --- | --- |
| **Appointment Criteria** | **Essential / Desirable** | **Assessed from** |
| **Qualifications and Training:**  Qualified Teacher Status  National Professional Qualification of Headship (NPQH)  Further qualification in a related area e.g. SEN, MEd, MA, MBA | E  D  D | 1,3  1,3  1,3 |
| **Experience:**  Substantial and successful experience in a senior leadership role.  Evidence of managing or making a substantial contribution to the effective management of change.  Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils.  Evidence of effective teaching, assessment and target setting. Evidence of successful improvement planning.  Experience of SEND.  Knowledge of Trauma Informed Practice. | E  E  E  E  E  E  D | 1,3  1,3  1,2,3  1 2,3  1,2,3  1,2,3  1,2,3 |
| **Knowledge and understanding of:**  Systems for school self-evaluation, effective monitoring and inspection.  Developing and implementing strategies for school improvement.  Strategies to motivate and engage pupils to maximise learning opportunities and outcomes.  Performance management, performance related pay and managing effective professional development.  How to promote inclusion and implement equal opportunities for all.  Strategic curriculum development.  Engaging parents/carers in their children’s learning and the work of the school. | D  E  E  E    E  E  E | 1,2  1,2  1,2  1,2  1,2  1,2  1,2 |
| **Leadership skills**  Evidence that can show candidates can:  Demonstrate evidence of outstanding successful teaching.  Create and secure commitment to a convincing vision for the school.  Build upon current good practice by supporting and developing effective teamwork across the whole school community.  Initiate and manage change and improvement in pursuit of higher standards and strategic objectives.  Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others. Delegate tasks and responsibilities as appropriate. Provide a role model for pupils and staff, creating an environment where all can thrive.  Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available.  Lead the safeguarding of pupils ensuring their welfare is prioritised.  Experience of leading and/or supporting trainee teachers. | E  E  E  D  E  E  E  E  D | 1,3  1,2,3  1,2,3  1,3  1,2,3  1,3  1,3  1,2,3 |
| **Communication and Problem Solving**  Evidence that shows candidates can:  Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school.  Use numerical and financial data with confidence and use it to make decisions based upon analysis and interpretation. Demonstrate reasoned judgement in difficult circumstances. Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict.  Communicate, negotiate and secure cooperation of a wide range of people.  Create a climate of open communication where people feel able to express opinion and know their views will be respected.  Demonstrate an understanding of and lead the school’s role in a self-improving school system. | E  E  E  E  E  E  E | 1,2,3  1,2  1,3  1,2,3  1,2,3  1,3  1,2,3 |
| **Personal Effectiveness**  Evidence that shows candidates can:  Prioritise and manage time appropriately, able to work under pressure and to deadlines.  Be self-motivating and achieve challenging professional goals. Take full responsibility for own professional development. Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour. Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas.  Demonstrate enthusiasm for and commitment to, the role; along with flexibility, reliability, integrity and a passion for education. | E  E  E  E | 1,2,3  1,2,3  1,3  1,3  1,2,3  1,2,3 |