

Principal of Bedelsford School

January 2026

Candidate Information Pack



Working together to transform lives

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Introduction

Orchard Hill College & Academy Trust is seeking to appoint a Principal at Bedelsford School. This pack sets out background information regarding Bedelsford School, the organisation it is part of, key responsibilities of the role, the personal qualities, skills, experience and qualifications required to undertake the role and the application process.

Location: Bedelsford School - Grange Road, Kingston-upon-Thames, KT1 2QZ
Bedelsford Chaucer Centre - Canterbury Road, Morden SM4 6PX

Starting: September 2026 or sooner

Salary: Outer London Leadership PayScale - L27-L33 (£102,212 - £117,757)

Welcome

Thank you for your interest in the role of Principal at Bedelsford School. I very much hope the information we have provided gives you an insight into our school, the organisation that the school is part of and what we are looking for in this Principal post holder.

Every student is important, and we are ambitious for their education. We aim to guide and support their learning, enabling them to develop knowledge, skills and attitudes that recognise and fill gaps in understanding and move learners forward.

The foundations set for life-long learning prepare our students and young people well for a positive future.

Academic learning is complimented through a joint educational and therapeutic model of support. The school has its own therapy team who work towards helping young people overcome their barriers, so they are in a place to learn continuously and make the most of opportunities offered.

As a team we strive for excellence in all areas, working to be the best that we can be for our students and young people who deserve the absolute best we can offer.

Bedelsford School is part of an established family of specialist academies that make up Orchard Hill College Academy Trust, which is currently comprised of 13 academies across London, Surrey, Sussex and Berkshire. The Trust was established in 2013 by Orchard Hill College and together Orchard Hill College

& Academy Trust (OHC&AT) provide for over 2000 pupils and students. Pupils and students within the OHC&AT family have a wide range of learning abilities and additional needs including complex autism; speech, language and communication difficulties; social, emotional and mental health; and physical disabilities including multi-sensory impairment and complex health needs.

Working together to transform lives is what we do and across the whole organisation we have a range of experts and practitioners who advocate for children and young people with SEND to ensure they receive the best possible opportunities to achieve their full potential.

It is an exciting time to be Principal of Bedelsford School and part of OHC&AT, and we look forward to receiving your application.

Laurie Cornwell,
Deputy CEO
OHC&AT

OHC&AT is an exciting and forward-thinking organisation, to read about the benefits of embarking on a career with us visit: ohcat.org/work-for-us

Our School

Bedelsford School is an outstanding special school which aims to provide innovative education and a supportive environment for pupils aged 2 to 19. The school specialises in educating pupils with a wide range of Physical Disabilities including those with Profound and Multiple Learning Difficulties, Moderate Learning Difficulties and Complex Health needs. However, we are a changing population and many of our pupils now have CLDD (complex learning difficulties and disabilities).

The school converted to Academy status in April 2016 and was last inspected by Ofsted in June 2024 and once again graded as an Outstanding provision.

We keenly take account of the development of neuroscientific knowledge and research to better enable us to develop the skills of our staff team, understand the unique ways our pupils learn and implement the teaching strategies which will ensure pupils make the maximum progress they can.

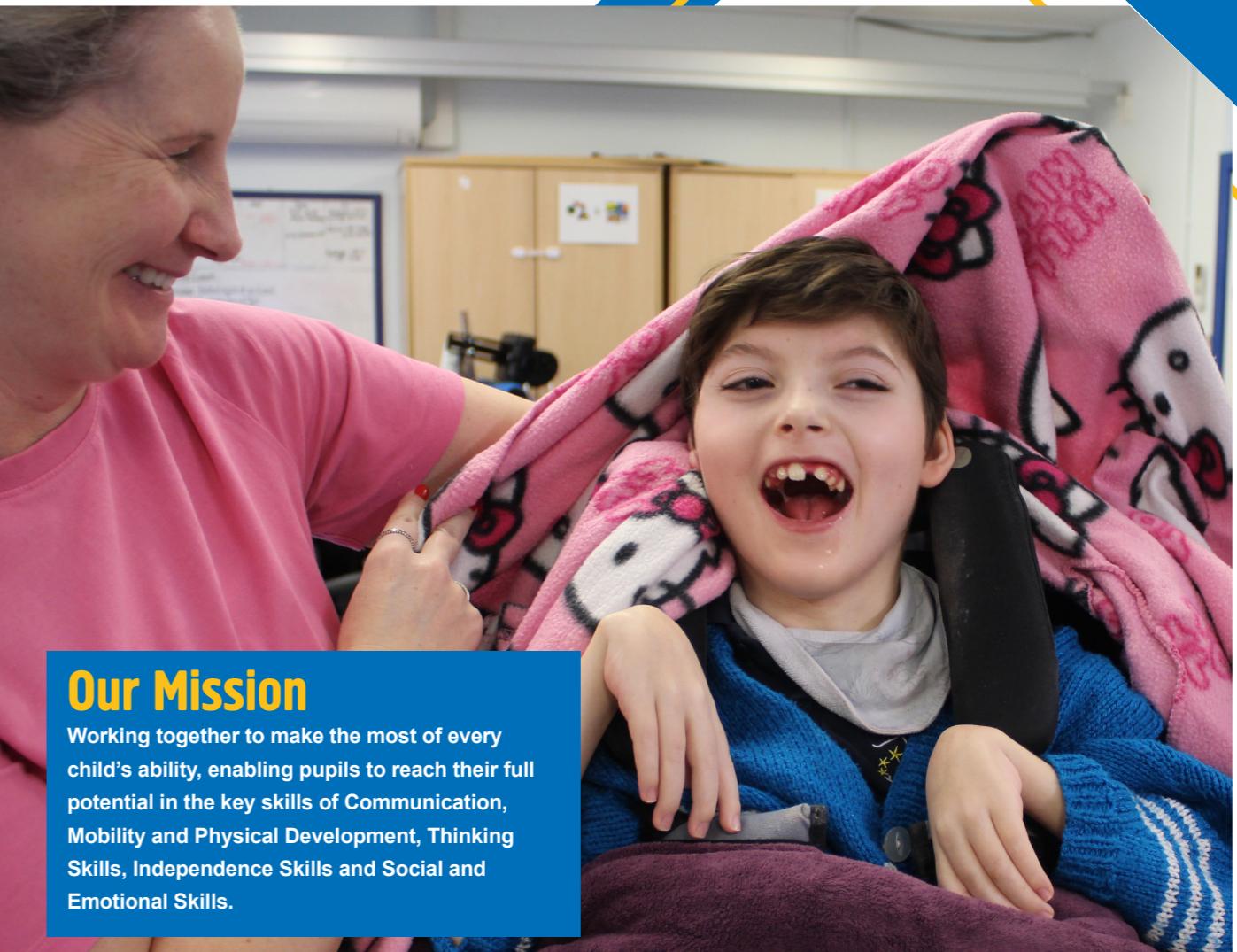
Bedelsford School works in close partnership with Parents/Carers to ensure that collaborative goal setting takes place and that all students reach their full potential.

Ethos and Values

Bedelsford School aims to provide a happy, stimulating and safe learning environment where pupils are positively encouraged to engage in their learning with appropriate support provided by skilled staff to access the curriculum.

We aim to empower pupils to overcome their physical challenges and take an active role in managing their physical and complex needs.

We aim to facilitate the growth of independence, the achievement of every pupil's potential and the development of a positive attitude to life.



Our Mission

Working together to make the most of every child's ability, enabling pupils to reach their full potential in the key skills of Communication, Mobility and Physical Development, Thinking Skills, Independence Skills and Social and Emotional Skills.

Bedelsford Chaucer Centre

Bedelsford Chaucer Centre is a satellite site of Bedelsford School, located in the London Borough

of Merton. The centre welcomed its first pupils at the beginning of September 2025.

Background information on Bedelsford Chaucer



The Department for Education (DfE) granted permission for Bedelsford School to open a temporary satellite site in Merton for children with special education needs in the London Borough of Merton.

The school is located in The Chaucer Centre, a former school building in the St Helier neighbourhood. The centre was previously used by Merton Council as a training centre but has been adapted to meet the need for specialist education places in the borough. In the first year the centre accommodates 40 students and it will have the potential to increase up to 80 places over a three-year period.

Students and staff will transfer from the Chaucer Centre to a brand-new Free School which is scheduled to open in the borough in September 2028. When the new Free School opens it will provide up to 120 places for pupils with an age range of 4-16 and will be co-educational.

Both the temporary provision and the new Free School will provide places for children who have a range of moderate to severe learning difficulties and complex needs. This includes Speech Language and Communication Needs and may also include Autism Spectrum Conditions and other associated areas of need.

Working together to transform lives



Values

As an organisation, we adhere to the seven principles of public life to drive our behaviours and provide a framework for our actions. These are: leadership, openness, objectivity, selflessness, honesty, integrity and accountability. Within this framework, we have defined our own set of core values and behaviours based around the word 'create'.

Mission

OHC&AT exists to support, enable and champion the talents, skills and rights of the most complex and vulnerable people in our society in order that we can release their potential, promote their wellbeing and transform their lives.

Vision

OHC&AT will be the leading provider of innovative special education, delivering positive life-enhancing and life changing outcomes for children and young people.

Ethos

As a community of learners, families and colleagues OHC&AT believes that by working collaboratively, with energy and ambition we can always effect positive change. At the core of our ethos is the conviction that there should be no limit placed on what is possible and that everyone has the ability to be the very best they can be.

Confident **R**espectful **E**quitable **A**dvocacy **T**eamworking **E**nabling

Key Strategic Priorities for 2025-2030

Nurturing Talent



Investing in our staff, governance and volunteers to promote and liberate their talent, grow expertise, attend to their wellbeing and enable them to make the difference.

System Leadership



The collective thoughts and experiences at all levels of the organisation are harnessed to enable and drive positive change.

Development and Growth



We are responsive to local and regional need and have a clear moral purpose that impels us to generate a positive impact where we believe we can do so.

Innovation and Specialism



Creative and evidence-led approaches are distributed across the organisation to maximise opportunities.

Quality Standards and Reputation



Every OHC&AT pupil and student benefits from exceptional provision that effects life changing outcomes.

Job Description Principal – Bedelsford School

Purpose of the post

The Principal at Bedelsford School will lead the school in providing a supportive, high-quality education for students with a wide range of Physical Disabilities including those with Profound and Multiple Learning Difficulties, Moderate Learning Difficulties and Complex Health needs. They will foster an inclusive environment where students can achieve academic

success, build resilience, and develop life skills, while working closely with staff, families, and the community to ensure each student reaches their full potential.

The Principal will report to a member of Executive Senior Leadership Team.

The Principal will

- Maintain a high-quality educational environment for students with special educational needs and/or challenging behaviour
- Ensure the continued development of the school and make a significant contribution to high quality organisation, leadership and management
- Play a full and active role in supporting and promoting every aspect of the school
- Attend Local Governing Body meetings
- Accept the collective responsibility of the SLT and respect its confidentiality when this is agreed to be necessary
- Strategic leadership of safeguarding and child protection
- Ensure that the school meets its statutory duties as outlined in the SEND Code of Practice
- Keep abreast of developments within education and the special sector at local, national and international level
- Represent the school on local authority forums
- Management and control of risks, organisation, leadership and management
- Uphold the aims and objectives of the school and ensure implementation, monitoring, development and review of policies to support these aims
- Work closely with the Local Governing Body, and OHC&AT ESLT on strategic school improvement planning and school self-evaluation
- Work closely with the OHC&AT Finance team to manage the school's budget and ensure effective financial planning, efficient use of resources and best value for money



The Principal will ...continued

- Develop and maintain an appropriate staffing structure
- Oversee the quality of annual and other reports to families to ensure a consistently high standard of reporting
- Develop and maintain effective communication between students, staff, parents/carers, governors and the wider community
- Assist in identifying advice and support for parents/carers and families
- Promote equality, diversity and inclusion in line with OHC&AT policies
- Ensure equality of opportunity and of access for all members of the school community
- Monitor and evaluate the effectiveness of Health and Safety procedures and assist the premises team in ensuring that the health and safety needs of students and staff are met as far as is practicable and that health and safety policy guidelines are adhered to
- Lead on the creation, implementation and evaluation of the schools' development plans and self-evaluation documentation
- Assist with the wider improvement of community partnerships and the further development of extended service provision
- Promote professional development for all staff and support the delivery of a whole school programme of INSET in line with current improvement priorities and performance management targets, as well as targeted INSET for groups and individuals
- Lead INSET as appropriate and manage budget
- Act as an appraiser for teachers and members of the senior and middle leadership team
- Be responsible for overseeing the induction programmes for all new staff
- Liaise regularly with administrative staff in monitoring student attendance, and implement school policy in order to minimise student absence
- Ensure that class and school timetables run efficiently and that there is appropriate balance of subjects across key stages
- Be the key link for multi-agency colleagues including medical, speech and language therapy, occupational therapy, drama therapy and music therapy in order to effect best outcomes for students and their families
- To support colleagues with the development of a programme of integration and inclusion in line with other partner schools

Management of Teaching and Learning

- Assume a shared responsibility for assessment, recording and reporting of students' progress, both quantitative and qualitative, ensuring progression and continuity and sending relevant information on students' attainment to the LA/DfE
- Ensure effective long, medium and short term planning and development of the curriculum
- Ensure that all students have quality of access to the whole curriculum, maintaining a stimulating, relevant and effective learning environment in which the individual needs of students are met
- Share responsibility for all monitoring and quality assurance activity and play an integral role in developing staff and raising standards and in other provisions within the OHC&AT family
- Offer consistent pastoral support for students and provide expert guidance on the management and positive support of behaviours that challenge
- Promote effective collaboration between staff within and between departments, to ensure coherent planning, consistency of educational opportunities for students and high standards of teaching and learning
- Ensure that the planning and delivery of the curriculum is tightly focused (including the National Curriculum as appropriate) and tailored to meet students' individual needs across the school
- Oversee the quality of structured programmes of work-related learning and work experience, including careers and information advice and guidance, for students and families
- Plan for the development of the curriculum



The Self-improving School System

- Create an outward-facing provision which works with other schools and organisations in a climate of mutual trust and challenge - to champion best practice and secure excellent achievements for all students
- Develop effective relationships with fellow professionals and colleagues in other public services, to improve academic and social outcomes for all students
- 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 provision through high quality training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to service 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

Other

- Ensure the Health and Safety of students and staff and visitors in keeping with OHC&AT's Health and Safety policy
- Participate in appropriate continuing professional development and staff training opportunities to update or develop new skills
- Ensure personal and corporate currency with regard to national and local policy developments, initiatives and legislation
- Promote compliance with policies adopted by OHC&AT, e.g. Safeguarding of Children and Vulnerable Adults, Equality and Diversity, Health and Safety
- Undertake such other duties of a similar nature as required by the ESLT



Management of People

- Lead on the recruitment and selection of teaching and support staff
- Be responsible for overseeing the induction programmes for all new staff
- Develop and maintain excellent working relationships with and between all staff, including multi-agency colleagues
- Maintain a positive team ethos through effective communication and shared discussion and training
- Work with other SLT members to oversee timetables, assembly and duty rotas and weekly information lists to ensure the smooth operation of the school
- Have corporate responsibility for day-to-day management of staff, including arranging cover for staff absence
- Monitor staff attendance with HR and address these issues effectively as they arise



Skills and Abilities

To demonstrate the skills and understanding of high-quality teaching, including ability to coach and mentor others to:

- Interest, encourage and engage students
- Provide appropriate levels of challenge, so that students make good progress
- Use relevant and meaningful curricula, and methods and resources that enable all students to learn effectively
- Use assessment information effectively to plan next steps in students' learning
- Make effective use of time
- Secure high standards of behaviour and outstanding attitudes to learning
- Be able to create rigorous monitoring systems with deputy and middle leaders
- Make effective use of teaching assistants and other support staff
- Enable students to acquire new knowledge and skills
- Enable students to develop the skills to work independently and collaboratively
- Enable students to develop self-esteem and respect for others
- Create a well organised, stimulating learning environment in line with the school policies
- Work with new technologies

Person Specification

| QUALIFICATIONS | ESSENTIAL/ DESIRABLE |
|--|----------------------|
| Qualified to degree level and above | Essential |
| Qualified to teach in the UK | Essential |
| Right to work in the UK | Essential |
| Recent and relevant professional development | Essential |
| Evidence of budget management skills and resource planning | Essential |
| A further post-graduate and/or leadership qualification relevant to the post | Desirable |
| EXPERIENCE | |
| Experience of effective and impactful leadership in an educational setting | Essential |
| Evidence of significant recent experience of responsibility for staff management and deployment | Essential |
| A proven track record of recent and successful teaching of SEN students | Essential |
| Evidence of effective financial planning, efficient use of resources and obtaining best value for money | Essential |
| Evidence of the ability to scrutinise a range of data and make recommendations about school improvement following the analysis of the same | Essential |
| Evidence of supporting strategic school improvement planning and school self- evaluation | Essential |
| Recent evidence of using effective strategies to raise achievement for SEN students | Essential |
| Experience of effective and impactful senior leadership within a specialist provision | Desirable |



| KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE POST | ESSENTIAL/ DESIRABLE |
|---|----------------------|
| Excellent understanding of current developments and best practice in teaching and learning, particularly as it relates to achieving high rates of progress for SEN students | Essential |
| Have a commitment to all SEN pathways, including younger pre-verbal learners who require a sensory interactive curriculum, older learners following an adapted National Curriculum and the willingness to find out about and support school leaders managing the pathway for children and young people with pathological demand avoidance | Essential |
| Experience of working with students with complex medical needs in an educational setting | Essential |
| Broad subject knowledge of core curriculum and foundation subjects | Essential |
| Understanding of effective strategies for maintaining high quality attitudes to learning and behaviour within the classroom and wider school and community context | Essential |
| A deep understanding of equality of opportunity issues and how they can be successfully addressed within a special school context | Essential |
| Knowledge and understanding of current best practice and statutory guidelines as it relates to child protection and safeguarding | Essential |
| Recent evidence of using effective strategies to raise achievement for SEN students | Essential |
| Experience of effective and impactful senior leadership within a specialist provision | Desirable |
| Evidence of leadership qualities including ability to lead, motivate and enthuse others | Essential |
| Excellent people skills delivered with emotional intelligence | Essential |
| Evidence of the ability to plan, implement and evaluate at a strategic and high level | Essential |
| Ability to use analytical skills to translate high-level vision and planning into meaningful action | Essential |
| Ability to provide a model of best practice within the classroom and other learning settings across the school | Essential |
| Ability to take a leading role in the promotion of a school ethos, culture, vision and mission that promotes high achievement and standards and high aspirations for students | Essential |
| Excellent communication skills, both orally and written, including with students, parents/carers, other staff and external agencies | Essential |
| Ability to be a person-centred practitioner | Essential |
| Evidence of the ability to lead high quality in-service training | Essential |
| To be flexible, accessible and approachable | Essential |
| Evidence of the ability to provide leadership to a team in planning, implementing and evaluating the curriculum and raising achievement | Essential |
| A commitment to furthering own professional development and to the principle of continuous improvement | Essential |
| Confident and competent with a range of IT | Essential |
| Excellent attendance record | Essential |

The Appointment Process

For an informal discussion about the role, candidates are invited to contact:

Beverley Davidson
on **0203 897 7001**
bdavidson@orchardhill.ac.uk
to arrange a time to speak to
Julia James, Executive Director of Quality and Standards

To apply for the role please use the 'Fast Apply' button on ETeach. If you have any queries, please contact **jobs@orchardhill.ac.uk**.

Please note that CV applications
will not be considered

Application deadline:
Wednesday 28th January 2026
Interviews are to take place on:
Monday 9th February 2026.

Nightingale Community Academy and Orchard Hill College and Academy Trust are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.



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