



Pentland Field School

Head of School Candidate Pack

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| Welcome to Pentland Field School |

We are pleased to welcome you to Pentland Field School – a special school based in Ickenham, Uxbridge, for young people aged between 4 and 19 years old who have moderate to severe learning difficulties.

Pentland Field School is proud to be part of the Eden Academy Trust - a family of schools who work together under one Multi-Academy Trust, with access to a wide range of expertise and services.

As staff, we are all committed to ensuring that our pupils become independent learners and grow to be the best that they can be.

We hope you enjoy learning about our school. Please contact us if you would like to come and visit – you will be most welcome!

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| Our Vision |

At Pentland Field we educate and support our pupils to become independent learners, so that they are able to:

Create and develop relationships

Develop independent living skills with support

Build a range of interests that continually grow with them

Contribute positively to the community either in paid or voluntary work

Communicate their thoughts and needs independently to familiar and unfamiliar people

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| Our Pupils |

Pentland Field School specifically caters for pupils who have moderate to severe learning difficulties. Our pupils are at the core of all we do.

As a school, we are committed to:

* provide an excellent educational environment combined with high standards of teaching and learning
* help children and young people to stay safe
* treat children and young people with respect and dignity
* listen to what children and young people have to say
* provide children and young people with a broad and balanced curriculum appropriate to their needs and abilities and offer extended opportunities
* tell children and young people what they are good at to build their confidence
* allow children and young people to make choices and decisions for themselves
* encourage children and young people to be as independent as they are able
* inform parents and carers of their children’s progress through excellent communication including annual reviews and annual reports
* keep parents and carers informed about what children have done during the school day through the link book or electronically

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| Our Approach |

Our approach at Pentland Field School combines the best in educational excellence with a highly successful network of support services.

Education

At Pentland Field School we focus on the individual learning needs of every pupil so that each one can reach their full potential. We keep class groups small - from 6 to 10 pupils depending on age and learning needs - to personalise learning and promote independence.

Family Services

Family Services supports families and promotes the well-being of our pupils by encouraging social activities and provides a network of assistance and advice.

Our jointly-run service is an integrated element of the Eden Academy Trust's approach to education and development and the service that we provide in each of our family of schools is specially designed to meet the particular needs of each school's pupils and their families.

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| Our Approach (continued) |

Therapies

At Pentland Field School therapy provision and advice underpins and complements our curriculum, enabling pupils to thrive in their education.

It includes the following services:

**Arts Therapy** (including Dramatherapy and Music Therapy) which aims to support each pupil's emotional development and to increase their self-esteem, confidence and communication

**Occupational Therapy (OT)** aims to help our learners achieve as much independence as possible within their activities of daily living

**Physiotherapy** aims to help each learner achieve their physical potential within the limitations of their medical condition

**Speech and Language Therapy (SaLT)** aims to support learners to work towards their communication potential, be better understood by those around them, and allow learners to further enjoy the benefits of communicating their wants and needs

Speech & Language Therapy

Speech and language therapy is integral to our approach at Pentland Field School.

Our first step is always an assessment to ascertain how we can help your child's speech, language and communication to develop. Assessments:

are carried out by a speech and language therapist

include multi-professional and family input

inform all of the work that we do with your child

are reviewed and re-assessed regularly



*“An Academy Trust that places children at the heart of everything it does, a place where parents and carers can look to the future with optimism and confidence and where staff feel their skills and their careers are developed like nowhere else."*

Vision

The Eden Academy Trust will create centres of educational excellence where our young people will achieve exceptional outcomes.

Through collaboration and partnership we work:

* to raise the standards and achievements of all students across the Academy Trust
* to develop consistency and cohesion of provision across the age range regardless of need
* to enhance the capacity and strategic development of therapeutic and support services across the Academy Trust
* to provide extended and focused support for families across the Academy Trust
* to enhance the professional development opportunities for staff across the Academy Trust
* to develop the range of expertise and support services available to other schools, establishments and individuals within the community
* to provide a vision and strategy for the development of pre-school and post school opportunities for our young people
* to become a groundbreaking and cutting edge leader in the development of the best practice for young people with learning difficulties.

Mission

* The Eden Academy Trust will be a national leader in special education.
* Our mission is to draw on the individual strengths of each Academy school to build good practice and ensure that outstanding teaching and learning is at the heart of everything we do.
* Young people will achieve excellent academic outcomes in a safe and nurturing environment and be empowered to make decisions about their lives and their contribution to society.
* We will nurture our staff professionally.
* We will create positive relationships with our parents and the wider community.

Value Statements

The Academy Trust and schools all follow the same values:

Inclusion – a voice for everyone and everyone is heard

Focus – children & young people at the core of all we do

Collaboration – together we are stronger

Quality – excellence through innovation, creativity and continuous improvement

Integrity – transparency and fairness in all we do

The Eden Academy Trust is at the very forefront of special needs education. We are a family of schools that places children at the core of all we do. By being part of an Academy Trust and working together, each school, every child and their family benefit from an enhanced range of provision, services and support including:

* Skilled and experienced staff
* High quality facilities and resources across our schools
* Co-ordinated family services including after-school and holiday clubs
* Access to a large team of creative and physical therapists

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Our family of schools

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| J:\2019 photos\Alexandra\Alexandra.jpg  Alexandra School  A primary school, located in Harrow, for children with moderate learning difficulties, sometimes associated with behavioural, emotional, social, communication, physical or sensory needs. | J:\2019 photos\Grangewood\horizontal - pupil and teacher.jpg  Grangewood School  A primary school, located in Eastcote, for children with severe learning difficulties and physical and complex needs, including ASD difficulties and autistic spectrum disorders | Hexham Priory School  A community special school in West Northumberland, for pupils aged 2-19 years old who experience severe or profound and multiple learning difficulties. |
| James Rennie School  A school for pupils aged 3-19 who have severe or profound learning needs and live in the North of Cumbria. | J:\2019 photos\Moorcroft\horizontal - learning.jpg  Moorcroft School  A purpose-built secondary school, based in Uxbridge, for young people with severe learning difficulties, profound and multiple learning | J:\2019 photos\Pentland\horizontal - reading.jpg  Pentland Field School  A school in Ickenham for pupils aged 4-19 with moderate to severe learning difficulties, including those with autism. |
| J:\2019 photos\Sunshine House\horizontal.jpg  RNIB Sunshine House School  A school in Northwood for children aged 3-14 years of age who are blind and partially sighted who have complex learning and physical disabilities. |  |  |

How We Work Together

Our team approach, led by our Board of Trustees, blends the best educational and therapeutic practice, working closely with families and carers to identify and meet all the needs of our young people.

Our CEO

Our CEO is Susan Douglas, who plays a leading role in the strategy and direction of the Trust, creating and shaping its development. Susan has been working for over 25 years in education - as a headteacher, at national level for the National College of School Leadership, and now internationally in her role as Senior Advisor for Schools at the British Council.

*“Many people reading this will be surprised that a group of schools has a CEO – it sounds more like a business than a place where young people are educated. That is because, like all academies, we are set up as a business and therefore have responsibility and accountability for all matters relating to the Academy Trust including premises, personnel and finance but all with a view to supporting the highest possible quality of educational provision across the Eden Academy Trust schools. Our business is certainly not about making money. Our business is to secure excellent provision for our pupils and ensure they achieve exceptional outcomes in their time with us”.*

Susan Douglas, CEO of the Eden Academy Trust.

Board of Trustees

The Board of Trustees has legal responsibility for the running of the Academy schools. This includes responsibility for finance, premises and the standards achieved in all schools. Trustees have been chosen for their extensive skills and experience in areas such as education, finance and asset management.

Directors

John Ayres is **Director of Academy Development.** He has a successful track record of school leadership stretching over 30 years. John runs the Trust’s central services: Family Services, Professional Development and Therapies. He is also currently leading the Eden Academy Trust Free School project that will open two new schools.

Sudhi Pathak is **Director for Finance and Operations.** Sudhi is a qualified accountant with over 25 years experience in the public sector. Sudhi joined the Eden Academy Trust in 2013 and as the Director for Finance and Operations, is responsible for Finance, ICT, Human Resources, Health and Safety, Administration and Facilities.

Executive Headteacher

Perdy Buchanan-Barrow is Headteacher of Alexandra School and will be Executive Headteacher at Pentland Field from September 2019. Perdy first taught for several years in mainstream before taking up the role of a class teacher at Alexandra in 1998. Since then she has been an Advanced Skills Teacher, Assistant Head and Deputy Head, before becoming Head of School in 2013 when the school became an academy and joined the Eden Academy Trust.​

Heads

The role of the Head is to be responsible for the operational day-to-day running of the schools and to be the first point of contact for pupils, staff and parents.

**The Heads at each of the Academy Trust Schools are:**

Perdy Buchanan-Barrow, Headteacher [Alexandra School](http://www.theedenacademy.co.uk/our-schools/alexandra-school),

Liz Edwards, Head of School, [Grangewood School](http://www.theedenacademy.co.uk/our-schools/grangewood-school)

Liz Davison, Headteacher, Hexham Priory School

Kris Williams, Headteacher, James Rennie School

Andrew Sanders, Headteacher, [Moorcroft School](http://www.theedenacademy.co.uk/our-schools/moorcroft-school)

Audrey Pantelis, Head of School, Pentland Field School (until August 2019)

Mark Fuell, Head of School, [RNIB Sunshine House School](http://www.theedenacademy.co.uk/our-schools/rnib-sunshine-house-school)

Local Advisory Boards

As the legal responsibility of the running of the schools lies with the Board of Trustees, the Local Advisory Boards (LAB) in each school are freed up to become more involved in their development.

**Chairs of the LAB at each of the Academy Trust Schools are:**

Sue Stalley, Alexandra School

Clare Stibbon, Grangewood School

Helen Milner, Hexham Priory School

Michael Manley, James Rennie School

Margaret Mulholland, Moorcroft School

Christian Rule, Pentland Field School

Jane Inglese, RNIB Sunshine House School

Trust-Wide Roles

We have also structured a range of Trust-wide roles and responsibilities that function across all of our schools to ensure consistency and best practice. These are:

Family Services & Safeguarding: Lisa Hatcher

Therapy: Helen Milward, Alison Futerman, Jean Paul Van Weert

Professional Development & Support: Gill Smith, Nick White

Marketing & Communications: Catherine Roper

Safeguarding: Andrew Sanders, Senior Headteacher

Our Staff

We are very proud of our professional staff. Everyone from teachers, assistants, therapists, administrative and support staff to pastoral carers, are all dedicated to the development of the children and young people that they educate and look after.



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| Job Description – Head of School |

**Accountable to:** Executive Headteacher

**Salary:** L15 – 19

**Core purpose**: To provide dynamic and professional leadership for the school which secures its success and improvement, ensuring a high quality learning environment for all its pupils that results in exceptional standards of learning and achievement. To inspire, challenge and motivate all members of the school community to carry forward our vision.

**Students**

* To oversee the delivery of a diverse and inclusive curriculum which, while following statutory guidance, is responsive to the needs of individual students
* To assess, monitor and evaluate the quality of planning, teaching and of learning outcomes, promoting improvement strategies as necessary
* To ensure there is a continuous focus in the school on student achievement, effectively using data and national benchmarks to monitor the progress of every young person's learning
* To ensure the safety and wellbeing of all students through strict adherence to local and national safeguarding procedures and policies
* To promote all students’ enjoyment and progress in learning, leisure and personal development
* To ensure, through the annual review process, that the education, health and care plan (EHCP) remains accurate and reflects current needs of the students and that provision is in place to meet those needs
* To support the consistency of approaches to maintaining and improving levels of attendance
* To work with extended family services to ensure that a programme of enrichment opportunities are provided for all young people
* To ensure student’s needs are met by the provision of a range of age and needs appropriate contexts. This will include opportunities to integrate into appropriate peer groups at other schools and/or colleges where appropriate
* To work collaboratively with staff, parents and young people to develop and sustain high standards of behaviour
* To ensure that the therapeutic provision across the school is developed and promoted as an integral part of the school’s overall provision
* To liaise with health professionals to oversee the implementation of effective health care of all students.

**Parents and Carers**

* To promote effective partnerships between school and parents through
* A supportive ethos in which parents feel welcomed and valued
* Effective transitions across the age ranges of the school
* Facilitating the annual review process, progress meetings and other essential parental consultation meetings
* Supporting parents in accessing the support services and allowances to which they are entitled
* Ensuring that regular and effective channels of communication are open between parents and school
* Encouraging parents to take an active role in their children’s learning and development through regular opportunities to attend meetings, workshops, consultations with staff and meeting other parents
* Promoting extended family services across the Academy
* Ensuring that the view of parents and carers are sought on a regular basis and acted on accordingly.
* Ensuring that there is a wide range of high quality services for families to support them with the daily challenges they face.

**Staff**

* To create an environment in which staff feel valued, supported and appreciated
* To work with Academy leads to recruit and retain a high quality staff team
* To monitor teaching and learning within the school, including lesson observations and feedback to support a consistent approach and effective performance across the whole school
* To provide new staff with a comprehensive and supportive induction package
* To manage attendance in line with agreed procedures
* To manage any staffing issues on a day-to-day basis
* To manage disciplinary and grievances procedures in accordance with the Academy’s published policies
* To ensure effective communication across the school including staff meetings, department meetings, team meetings and briefings and ensure appropriate minutes are kept
* To organise the whole school timetable each year
* To set classes and staffing on an annual basis
* To liaise with the multi-professional teams to ensure appropriate provision for all students
* To co-ordinate the management of all placements in the school
* To co-ordinate CPD throughout the school to ensure all staff have access to advice, support and training appropriate to their needs, job description and the requirements of the school
* To create a system and structure whereby staff are enabled to select and pursue a career path within the school and the Academy
* To model and uphold standards of professional behaviour which support effective teaching and learning and the development of all staff
* To implement a high quality performance management system in accordance with Academy guidelines
* To monitor teaching and learning across the school

**Community**

* To ensure the vision and values of the school are clearly presented to all stakeholders
* To promote knowledge and awareness of the school across the local and wider community
* To ensure the school presents a student-centred and professional image through the use of high quality information and marketing communication
* To support the establishment of sponsorship arrangements with local companies to promote and develop opportunities for the students
* To establish and promote the school as a provider of high quality training and development
* To develop international links through a range of training and development initiatives

**Leadership and Management**

* To be accountable to the Executive Headteacher, Chief Executive Officer and Trustees of the Academy for the clearly defined and agreed responsibilities and accountabilities relating to the day-to-day leadership and management of the school
* To ensure the day-to-day management structures, systems and processes work effectively in line with key priorities of the Academy
* To support the Executive Headteacher, the Chief Executive Officer, the Academy Board of Trustees and the Local Advisory Board in ensuring that the vision, ethos and direction of the Academy is clearly articulated, shared, understood and acted upon effectively by all stakeholders
* To play a leading role within each school in translating the Academy vision into strategic plans which will promote school improvement and better outcomes for all young people
* To provide strong and fair leadership for the whole school community
* To ensure that all policies are accessible, reviewed and acted upon
* To ensure the effective deployment of staff and resources within the school and the Academy as a whole in liaison with the other Headteachers and Heads of School
* To ensure that health and safety and risk assessment procedures are followed rigorously and that safe working practices are adopted by all staff
* To manage partnerships with other local communities and agencies to provide better outcomes for young people and their families
* To ensure that all safeguarding procedures are understood and adhered to and that all staff, local advisory board members and volunteers receive appropriate training
* To have an overview of how the school is functioning at any given time and to manage any necessary organisational change effectively
* All the above descriptors are subject to change at the discretion of the Executive Headteacher and will be reviewed annually as part of the Head of School’s performance management process

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| Person Specification - Head of School |

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|  | **Essential** | **Ways in which assessment will take place** | **Desirable** |
| **Qualifications** | Degree or equivalent  Qualified Teacher status  Evidence of continuous INSET and commitment to further professional development | Application form | NPQH (National Professional Qualification for Headship)  Additional qualifications related to school management and/or SEN |
| **Experience** | Minimum of five years experience of teaching at Primary / Secondary School level as a qualified teacher  A minimum of two year’s senior leadership experience in an SEN setting  A track record of raising standards in attainment and/or behaviour  Working in partnership with parents  Leadership of a curriculum area or another assigned area of the school to support teaching and learning.  Experience of mentoring teachers to improve and of tackling underperformance  Experience of managing change | Application form | Teaching students with learning difficulties  Working with parents of pupils with special educational needs  Managing a department or section that deals with the needs of students with special needs  Experience as a Designated Safeguarding Lead (DSL |
| **Knowledge and understanding** | Strong knowledge and understanding of high quality safeguarding and child protection procedures and processes  What represents good and exceptional teaching and learning  Thorough knowledge and understanding of standards that pupils need to achieve by the end of each Key Stage in relation to their specific learning needs  The theory and practice of providing effectively for the individual needs of all pupils, e.g. classroom organisation and learning strategies  The monitoring, assessment, recording and reporting of pupils’ progress  Ability to analyse and interpret data to support the setting of challenging targets  Pedagogical strategies for meeting the needs of students with varying degrees of learning difficulties | Application form and interview | How to work alongside other schools to sustain improvements  Knowledge and understanding of the needs of pupils with SEND  Knowledge and understanding of the appropriate strategies to meet the needs of students with a range of learning difficulties  Knowledge and understanding of appropriate communication systems to meet the needs of students with severe learning difficulties |

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| **Skills** | Promote the school’s aims positively, and use effective strategies to monitor staff’s well-being  Use a range of leadership styles for a range of situations  Set high expectations for staff and pupils to achieve  Work collegiately to secure sustained improvements across the school  Develop good personal relationships within a team  Establish and develop close relationships with parents, governors and the community  Communicate effectively, both orally and in writing, with a variety of audiences  Create a happy, challenging and effective learning environment  Prioritise, plan and organise  Work as part of a team and as a team leader  Act as a good role model for all the school community  Confident in using ICT | Application form and interview | To develop strategies for creating community links  A good understanding of coaching as a means of promoting performance  An ability to delegate tasks and distribute leadership where appropriate |
| **Personal characteristics** | A commitment to continuing personal and professional development.  Show initiative and a willingness to go the ‘extra distance’.  Confident to speak publicly to different groups including parents and teachers.  In approach to situations, the qualities of warmth, sensitivity, flexibility and maturity.  Ability to manage pressure of own work and the work of others.  Enthusiasm and approachability.  Ability to motivate colleagues.  Good organisational and time management skills, with the ability to meet deadlines.  Emotional resilience in working with challenging behaviours. | Interview/application form  Interview  Interview/application form  Interview  Interview/application form  Interview  Interview  Interview/application form  Interview |  |