

Head of School



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“The Short Stay School for Norfolk is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.”

Introduction

The Short Stay School (SSSfN) is an extraordinary and diverse school which caters for young people throughout the county of Norfolk. We are an all through environment whose students and pupils range from the age of 5 to 16. Like many traditional schools we have a number of sites, only ours are spread across the county in order to ensure good local services for the schools and communities we serve.

The Short Stay School has 4 main functions. Primarily we provide education and support for young people who have been permanently excluded from school. The needs and profile of these young people vary tremendously but in the majority of cases our role will be to prepare them for return to a new school

within a term or so support them in a successful reintegration to mainstream school.

In addition to this core function the SSSfN is also the provider of Behaviour Support Services to all Norfolk schools. In this role we provide a range of services to both Primary and Primary phase schools including outreach support for individual children as well as consultancy and training packages. We also offer a range of courses within our bases that students who are experiencing behavioural challenges at school can access.

Our third main function is to provide education and support to Norfolk Young People who are unable to attend school due to their medical needs. Again this is a wide and varied field which encompasses those with both physical and emotional ill health. Across the county specialist teams of staff work with young people in their homes, in our bases as well as in hospital.

Finally the SSSfN is an educational base for Children who are missing education. We provide educational packages for any child in Norfolk who is without a permanent school place until such time as their school place can be finalised. In this role we cater for a diverse population which includes those who are new to the county or the country as well as those with significant learning difficulties awaiting more specialist provision.

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| Job Description |
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| Job Title | Head of School |
| Department | Unity Education Trust |
| Location | Short Stay School for Norfolk School |
| Grade | Leadership 16-21 (Leadership Pay Scale) |
| Responsible to | Principal of Specialist Provision |
| Responsible for | The post holder is required to carry out duties in accordance with the provisions of the current School Teachers Pay and Conditions Document and within the range of teachers duties set out in that document. This job description will be reviewed in response to School Development Improvement Priorities. |
| Effective Date | TBC |

| Role and Context | |
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| Job Purpose | <p>1.1 To secure outstanding provision and outcomes for all pupils within the Specialist Schools by providing day to day leadership and management of the school.</p> <p>1.2 The Head of School will promote and support the vision and direction of the Principal of Specialist Provision, Executive Leadership Team and the Trustees of UET.</p> |

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| | <p>1.3 To ensure that School Oversight Committee (SOC) governors are kept informed of school developments</p> <p>1.4 To undertake overall responsibility for the day to day management of the school. You will work closely with the the Principal who will retain overall strategic leadership responsibilities for financial and personnel with the Trust.</p> <p>1.5 To further the aims of the school and support the Executive Leadership in ensuring the vision of the school is communicated and shared across all of the Specialist sites.</p> <p>1.6 To share with the Executive Leadership, the responsibility for providing quality assurance in all the school’s activities.</p> <p>1.7 To provide for the Executive Leadership, an overview of major school issues through a wide ranging awareness and contact with staff and pupils at the School.</p> <p>1.8 To contribute to the overall leadership and management of the School with specific responsibilities identified as a member of the Senior Leadership Team.</p> |
| Context | <p>1.9 The UET Specialist Schools are responsible for provision and support for pupils temporarily out of school mainly due to exclusion.</p> <p>1.10 The UET Specialist Schools have 10 locations at Locksley, Douglas Bader, Rosebery, Hooper Lane, Pinetree School, Earthsea, Compass Lingwood, Compass Belton, Compass Pott Row and Brooklands. These are divided between Short Stay sites which offer temporary provision for excluded and CME students, Medical Needs and KSX, and specialist sites which offer long term provision under commission from local authorities.</p> |
| Other Job Information | The Head of School is performance managed in accordance with School Teacher’s Pay and Conditions Document (leadership scale). |

| Key Accountabilities | |
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| Monitoring and Evaluation | |
| 2.1 | To be accountable for ensuring the vision of the Unity Education Trust is implemented and embedded effectively across the school |
| 2.2 | To ensure that all policies and procedures (including safeguarding policies and procedures) are rigorously followed by staff and students. |
| 2.3 | To be accountable for the effective day to day leadership, management and internal organisation of the school in line with the responsibilities devolved by the Principal of Specialist Provision |
| 2.4 | To support the Principal of Specialist Provision, Executive Leadership and the Trust in |

completing the requirements for the performance management of staff

- 2.5 To coach, mentor and motivate staff to build a culture of high commitment, standards, and drive for success
- 2.6 To work with Executive Leadership to ensure that the aims, values and objectives of the school are achieved through an effective School Improvement and Development Plan.
- 2.7 To contribute to the whole school SIDP, and identify school-specific actions in line with decisions taken by the Principal and Executive Leadership.
- 2.8 Monitor, evaluate and feed back to the Executive Leadership regarding specific areas of responsibility relating to the School Improvement and Development Plan.
- 2.9 To assist the Principal of Specialist Provision and Executive Leadership in identifying school needs by a process of school self review, as agreed by the CEO and Trust Board. To assist in the monitoring and review of the outcomes of the review.
- 2.10 To meet with the Executive Leadership and Senior Leadership team on a regular basis to discuss matters of policy, organisation and development.
- 2.11 To support the Principal of Specialist Provision and Executive Leadership to manage the school's delegated budget in line with the Trust and school's financial procedures, school development and improvement plan, and strategic vision.
- 2.12 To work with the Executive Leadership in the effective and efficient use of existing resources, and the securing of additional resources to ensure high quality experiences for pupils.
- 2.13 To lead/ work with other members of the Leadership Team in analysing performance data and setting school targets for consideration by the School Oversight Committee and Trust Board.
- 2.14 To undertake any relevant professional duties delegated by the Executive Leadership to support bases across Unity Education Trust.
- 2.15 To report all matters of concern in line with Trust procedures.

Staffing

- 3.1 To share with the Executive Leadership, the responsibility for supporting and promoting the well being of all staff at the school.
- 3.2 To work with and assist the Executive Leadership in the effective deployment of staff.
- 3.3 To support and play a key role in the recruitment of quality staff for the school
- 3.4 To have responsibility with the Executive Leadership for leading and managing all staff and acting as a role model to ensure the highest standards are delivered at all times
- 3.5 To work with the Executive Leadership and members of the Senior Leadership Team and Trust to ensure appropriate opportunities for continuing professional development are in place and are linked to Performance Management.
- 3.6 To work with the Executive Leadership to ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- 3.7 To ensure that appropriate support systems are in place to manage underperformance and enable staff to improve their practice.

Pupils

- 4.1 To have responsibility with the Executive Leadership for the academic progress of all pupils, leading on the day to day support, challenge and monitoring of standards.
- 4.2 To have responsibility with the Executive Leadership for the behaviour, attitudes and personal development and welfare of all pupils.
- 4.3 To effectively implement and frequently review, with Senior Leaders across the Specialist Schools, the school behaviour and attitudes policy to ensure a safe learning environment for all.
- 4.4 To work with the Executive Leadership in ensuring that the needs of individuals are considered at all stages of planning in school.
- 4.5 To work with the Trust and school administrative team in monitoring attendance and ensuring any identified issues are dealt with appropriately.
- 4.6 To support pupils by ensuring that the needs and priorities for individuals are widely disseminated.

Quality of Education

- 5.1 To be accountable for leading on teaching and learning across the School, promoting high quality learning, and the highest possible outcomes both socially, emotionally and academically for all pupils.
- 5.2 To undertake a teaching commitment at a level consistent with the needs of the school and the demands of the post.
- 5.3 To ensure the system for quality assuring, monitoring and developing the quality of education is embedded, ensuring accountability and improving learners outcomes.
- 5.4 To ensure that all children make optimal progress even where there are wide ranging and key barriers to learning, through excellent systems and provision for all
- 5.5 To ensure that assessment, recording and reporting of pupil progress towards targets and outcomes are effective and rigorous.
- 5.6 To monitor, evaluate and develop the content and effectiveness of the school curriculum at all Key Stages and in partnership with the Specialist School Senior Leaders, Middle Leaders and the Executive Leadership.
- 5.7 To work with the transition and re-integration team to ensure success for pupils
- 5.8 To have responsibility for external examinations/assessments for pupils within the school

Safeguarding

- 6.1 To ensure that the school works effectively with stakeholders and partners/agencies to ensure the safeguarding of students and staff
- 6.2 To undertake the role of Designated Safeguarding lead and perform all duties inherent in that role
- 6.3 To undertake all duties with an over-riding regard for the Safeguarding of children and Young People and in accordance with the Safeguarding Policy and all current guidance and best practice in this area.

Performance Management

7.1 To lead and participate in any arrangements within the agreed national framework for performance management required by the Trust for all staff in the Specialist Schools, in line with our electronic systems.

Stakeholders

8.1 To work with Trustees, Governors, and attend and contribute to School Oversight Committee meetings/to share successes and challenges for staff and learners within the Specialist School. Where required, attend Trust Board meetings to present on work within the school.

8.2 To ensure that the school works effectively with all stakeholders including parents/carers, social workers, representatives of the LA, other schools and external agencies.

8.3 To work closely and cooperatively with other staff/ schools within Unity Education Trust.

Personal Development

9.1 To take a full and active part in professional development activities personally, and for the team of staff within the Specialist School

9.2 To regularly attend any relevant training and development activities both within and outside school and to attend relevant meetings.

9.3 To keep up to date with the requirements of local, regional and national priorities including DfE, Ofsted and the Local Authority.

Person Specification

This should describe the qualifications, experience, skills and knowledge which are **desirable** to do the job to a fully competent level.

Qualifications

- Education to degree level
- Teaching Qualification
- Evidence of continuing professional development (minimum 2 years)

Experience

- Minimum 5 years teaching experience
- Minimum 2 years experience in whole school senior leadership position (Deputy/Assistant/Senior or in an acting up leadership position)
- Minimum 2 years experience of working with pupils with SEMH
- Recent Ofsted experience (last 2 years) in a senior leadership position
- Has experience of working in more than one school in the Primary, Secondary and/or Special Education sectors
- Has led whole school developments and/or successfully

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| | <p>managed projects</p> <ul style="list-style-type: none"> • Experience of working with governing bodies/management committees • Budget and financial management experience • Successful experience of working with schools in close partnership • Recent experience of working with a range of agencies in partnership to support the most vulnerable students in challenging circumstances |
| <p>Skills/Knowledge</p> | <ul style="list-style-type: none"> • Strong leadership skills and an ability to effectively manage performance especially during periods of change • Good working knowledge of and can implement, latest legislation and guidance in relation to Education including Ofsted, behaviour management and inclusion • Good knowledge of legislation, national policy and guidance in relation to services for children and young people. • Knows and is able to implement the requirements for performance management in schools • Can secure a learning environment which values and contributes positively to the progress of all pupils • Ability to develop and implement systems and structures, which meet the educational, behavioural and social needs of pupils across all phases/key stages • Can demonstrate a strong commitment to raising standards of achievement and attainment for all pupils • Able to articulate the vision of Unity Education Trust to students, parents/carers/staff and all stakeholders. • Is able to challenge, influence , hold staff to account, and motivate staff and pupils to attain high goals and improve performance • Ability to work with a wide range of people and organisations, being aware of and using restorative approaches appropriately. • Strong commitment to integrated working as a means of delivering positive outcomes for children and young people. • Evidence of commitment to equality and diversity issues affecting the operation and delivery of public sector services. |

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| | <ul style="list-style-type: none"> • Ability to offer flexible and pragmatic approaches to problem-solving, securing creative solutions to complex issues. • Effective oral and written communication skills with a proven ability to influence others and meet deadlines • Can analyse a range of data and evaluate it in order to improve performance • Evidence of successful budget monitoring and control. |
| Personal Qualities | <ul style="list-style-type: none"> • Positive attitude, solution-focused outlook • Flexible • Good interpersonal skills with parents/carers, pupils and staff • Ability to work to deadlines and have good organisational skills • Willingness to promote and contribute to the wider curriculum • Emotionally resilient • Reliable, good time keeping, punctuality and attendance |

General Information

- The job description details the main outcomes required and should only be updated to reflect major changes that impact on the outcomes of the job
- All work performed/duties undertaken must be carried out in accordance with relevant school policies and procedures, within legislation, and with regard to the needs of our students and the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by the Executive Leadership across Unity Education Trust.

TERMS OF APPOINTMENT AND CONDITIONS OF SERVICE (for Teaching posts)

Joining us

Location

The post will be located at one of The Short Stay School bases specified in the advert. The Short Stay School for Norfolk reserves the right to transfer staff to alternative posts appropriate to the grade and/or alternative work places as is considered reasonable.

Benefits

Salary

Salary is calculated in accordance with the provisions of the Schools Teachers Pay and Conditions Document.

Leadership Pay Scale L16 - (£52,723) – L21 (£68,347)

Salary is payable monthly by bank credit on the 19th day of each month and covers work carried out in that calendar month. Where this falls on a Saturday or Sunday, salary is accredited on the preceding Friday.

Teachers will receive not less than one-third of a year's salary for each full term's service in any school maintained by the Authority. For the purpose of these arrangements the three terms in each year shall be constituted as follows:-

The Summer Term from 1 May to 31 August

The Autumn Term from 1 September to 31 December

The Spring Term from 1 January to 30 April

NB: In accordance with Audit Commission anti-fraud powers, data from the County Council payroll system is periodically matched to other Government data.

Notice Periods

Other than in short-term temporary, fixed term or special educational needs contracts where a shorter notice period is specified in the letter of appointment, you are required to give two months (and in the Summer Term three months) notice of termination of employment, to terminate at the end of the (notional) school term. You are entitled to receive a similar period, or the minimum statutory provision under the Employment Rights Act 1996.

Pension/Superannuation

The post holder will have the opportunity to join the attractive Teachers Pension Scheme. Employees have various choices regarding pensions arrangements, and further details are available on request.

Conditions of Service

Conditions of Service are those laid out in the School Teachers Pay and Conditions Document.

Smoking

For the benefit of all employees all Short Stay School premises are a smoke free zone.

Requirements Of The Post

Hours of Work

This post is full-time and governed by the provisions of the School Teachers' Pay and Conditions Document.

Medical Examination

The successful candidate must satisfy the school that they are medically fit to undertake full teaching duties under the provisions of the Education (Teachers) Regulations. In most cases the decision is made on the basis of a questionnaire.

Disclosure and Barring Service (DBS) Check

All appointments are also subject to formal clearance under the DBS regulations governing employees in schools with substantial access to children. If you have not already been cleared and clearance is not forthcoming your employment may be terminated. You will not be able to commence duties until this check is completed satisfactorily.

Flexibility/Mobility Policy

The Short Stay School for Norfolk reserves the right to transfer its employees to alternative posts appropriate to their grade and/or to alternative work places as is considered reasonable.

Equal Opportunities

The SSSFN has a policy that seeks to ensure that all employees are selected, trained and promoted on the basis of ability, the requirements of the post and other similar and objective criteria. The gender, marital status, ethnic origin, age, religion or sexual orientation of an applicant or employee does not affect the employment opportunities made available except as permitted by legislation. The SSSFN also requires full and fair consideration to be given to people with disabilities in the recruitment process. Applicants declaring a disability who meet the minimum (essential) criteria for the vacancy will be invited for interview.

Disclosure and Barring Service and Disclosure of Convictions

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and the Rehabilitation of Offenders Act 1974 (Exceptions) Amendments Order 1986 provides exemption from the general provision of Section 4(2) of the Substantive Act for those employed in or seeking employment connected with the provision of Children's Services and/or Adult Social Services.

Applicants for posts which enable the successful post holder to have access to any of the following class of person in the course of their duties will be subject to the disclosure procedure:

- * persons over the age of 65
- * persons suffering from serious illness or mental disorder of any description
- * persons addicted to alcohol or drugs
- * persons who are blind, deaf or deaf without speech
- * other persons who are substantially and permanently disabled by illness, injury or congenital deformity
- * any office or employment concerned with the provision to persons aged under 18 of accommodation, care, leisure and recreational facilities, schooling, social services, supervision or training, being an office or employment of such a kind as to enable the holder to have access in the course of their normal duties to such persons, and any other office or employment the normal duties of which are carried out wholly or partly on the premises where such a provision takes place. - Plus any work which is in a regulated position as defined by the Criminal Justice and Court Services Act 2000 or work in a

further education institution where the normal duties of that work involve regular contact with persons under the age of 18 years.

You are therefore required to declare any existing or pending prosecutions, convictions, cautions, reprimands or final warnings you may have, even if they would otherwise be regarded as "spent" under the Act. The information you give will be treated in confidence and will be taken into account only in relation to an application where the exemption applies.

If you have information to declare you must state this in the appropriate section on your application form and attach a sealed envelope containing details of your convictions.

The Short Stay School for Norfolk is also entitled, under legislation introduced for the protection of children and vulnerable adults, to require the successful application for this position to apply for a "Disclosure" of the existence and content of any criminal record from Disclosure and Barring Service (DBS). The Short Stay School for Norfolk's policy for dealing with Disclosure information complies with the standards of the DBS Code of Practice in treating all information received from the DBS in the strictest confidence. All our policies are available on our website www.sssfnc.co.uk .

The Short Stay School for Norfolk is an Equal Opportunities employer and as such the disclosure of a criminal record, or other information, will not necessarily exclude you from consideration for appointment. Any such information will be considered in relation to the tasks and responsibilities required of the post holder and the circumstances and environment in which the job would require you to work.

Failure to declare a conviction, caution, reprimand or final warning may, however disqualify you from appointment, or result in dismissal if the discrepancy comes to light. It should be noted that it is an offence for anyone excluded from working with children and/or vulnerable adults to apply for a regulated position. If you would like to discuss what effect any conviction might have on your application, please contact the Principal of Specialist Provision

Please note the following:

Where the combined travel and interview and selection activities mean that you necessarily incur additional expenses, The Short Stay School for Norfolk will reimburse your actual expenditure, directly related to the interview, in line with the limits specified over leaf and in accordance with the following restrictions:

- Claims will not be reimbursed for alcohol.
- Claims must be accompanied by a receipt and will not be accepted for payment without such documentary evidence. Petrol receipts dated prior to travel must be provided if a car is used before mileage can be claimed.
- If you travel by rail and have to take a meal in the restaurant car either the cost of a standard meal will be reimbursed or if the standard meal is unavailable reasonable reimbursement will be made in line with the limits overleaf.
- Candidates asked to attend an interview from outside the United Kingdom will only be paid expenses from port of entry.

Please also note the following:

Claims must be made within one calendar month of the date of the interview, claims received after this time will only be paid under exceptional circumstances.

Payment will be made straight into your bank account and payment advice emailed, faxed or posted to you. If you do not complete your account details your claim cannot be processed.

If you withdraw from the selection process or refuse an offer of appointment for a reason considered by The Short Stay School to be inadequate, expenses will not be paid.

If you are successful the expenses will be paid in your first months pay, unsuccessful candidates will be paid within a month of receipt of the claim. Internal candidates will be reimbursed via the payroll system whether they are successful or unsuccessful.

Any interview expenses paid to successful candidates must be repaid in full should you leave the Short Stay School for Norfolk within two years.

NB We reserve the right to amend claim forms if the level of reimbursement claimed is deemed excessive.