



Application Pack

Headteacher at The Wyvern School



Dear Applicant,

Thank you for your interest in the post of Headteacher at The Wyvern School.

I am very pleased that you are considering applying for the position and I hope that you will submit an application.

The Wyvern School is a very successful school, which enjoys a growing reputation.

The school has 216 children and is due to expand next year in new accommodation for an overall total of 270.

The school regards its current provision as outstanding and this is reflected in its self-evaluation presentation for its next OFSTED inspection.

Ashford is an expanding town with good facilities and excellent road and rail communications. The school is housed in modern accommodation on a very attractive site in Ashford. It has a welcoming and professional staff team, which is led by strong senior

leaders. It is an exciting prospect for a successful candidate. I wholeheartedly recommend that you take the opportunity to arrange an informal visit and I am convinced that, if you do, you will subsequently apply for the position.

If you would like to visit or have any questions about this post please contact Lorraine Houps, PA to the Headteacher (and Clerk to the Governors) at: mailbox@wyvernschool.com or call: 01233 621468.

The closing date for receipt of applications is midday on Friday, 26 February 2016. Shortlisting will take place on Wednesday, 2 March followed by interviews on the 21 and 22 of March 2016.

Yours faithfully,

C W Miller
Chairman of Governors

Personal Specification

Profile of Headteacher



Requirements of the Post

Personal Qualities

The Appointing Panel will seek to appoint someone who:

- places teamwork at the centre of their philosophy of leadership.
- has a proven record as an outstanding leader.
- has a positive, forward thinking outlook and a sense of humour.
- has the ability to lead a team in achieving their intentions.
- is able to delegate effectively and to monitor allocated tasks.
- is well organised and focused.
- is flexible, approachable and resilient under pressure.
- is able to work under pressure, often to meet a number of competing and urgent demands.
- is able to deal sensitively with people and resolve conflicts.
- has the skill and willingness to adapt quickly, to change tactics when necessary, and effectively manage new development.
- has stamina, energy and drive to succeed and is able to support others to succeed.
- will successfully foster a culture in which staff, pupils and parents feel confident that they can raise issues/concerns relating to the welfare or safety of children.
- is personally, practically and professionally, committed to equality and social inclusion.

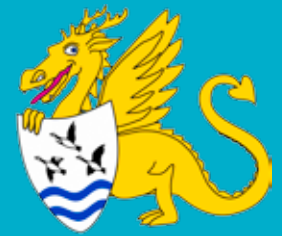
Knowledge and Skills

The successful candidate will:

- understand and recognise the characteristics of an effective school.
- have a clear understanding of the processes of safeguarding, safer recruitment and safeguarding procedures and of their significance in a special school setting.
- set and achieve appropriate and challenging targets for the school.
- demonstrate the ability to think analytically and set clear expectations.
- be fully conversant with recent developments in special education and will be aware of the impact and implications of recent legislation.
- effect and manage change in a school and evaluate its impact.
- be keenly aware of strategies to raise pupil achievement.
- demonstrate a good understanding of school improvement.
- critically and logically analyse and interpret data.
- be able to collaborate and work closely with governors, parents and representatives from a wide range of professional agencies.
- demonstrate a practical understanding of effective teaching and learning strategies.
- have a clear and concise knowledge of relevant legislation.
- be aware of the current OFSTED requirements and the current framework for the inspection of schools.

Personal Specification

Profile of Headteacher (Continued)



Qualifications, Training and Experience:

The post requires that the successful candidate has:

- a clear and demonstrable commitment to safeguarding and promoting the welfare of children.
- Qualified Teacher Status.
- demonstrated a clear pattern of personal and professional development in the course of their career, to date. This is likely to include NPQH or a similar advanced qualification.
- recent, relevant in-service training in current educational practice, including management.
- evidence of a track record of success as an outstanding practitioner together with a thorough knowledge of practice in special and mainstream schools.
- significant experience as a Senior Manager (probably Headteacher or experienced Deputy) in a broadly similar type of school.
- taught in a range of schools/colleges and is able to draw from a depth and range of experience.
- experience of monitoring, evaluating and improving teaching.
- experience in working with children with a wide range of special educational needs.
- developed the necessary managerial, financial and administrative skills to enable him or her to assume a leading role in the financial management of the school.
- experience and knowledge of managing behaviour, particularly through positive reinforcement strategies.
- knowledge and understanding of the role of the Governing Body and first hand experience of working with school Governors.
- experience in the leadership and implementation of a School Development Plan or Action Plan.



Job Description: Headteacher



Requirements of the Post

This job description should be read in conjunction with the duties and responsibilities of Headteachers, as set out in Teachers Pay and Conditions Document 2015. Key areas of Headship are contained in the National Standards for Headteachers.

Responsibility: Responsible to the Governing Body

Employed by: The Wyvern School

Local Authority: Kent County Council
(Maintained Foundation School)

Start Date: September 2016 (or earlier)

Contract: Permanent Full-Time

Main Responsibilities

- In conjunction with the Governing Body, develop and communicate the philosophy, ethos, vision and strategic direction of the school.
- Provide professional leadership and vision for the school, which secures success and improvement, ensuring high quality education for all pupils and improving standards of learning and achievement for all children.

Leadership

- Provide overall strategic leadership and, with the school team, lead, develop and support the vision, strategic direction, values and priorities of the school.
- Create a positive and nurturing ethos, which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school.

- Develop, implement and evaluate the school's policies, practices and procedures.
- Motivate and work with others to create a shared culture and a positive, supportive environment.
- Plan, delegate, support and evaluate work undertaken by groups, teams and individuals, ensuring clarity and devolution of responsibilities in a fair and reasonable manner.

Professional Duties and Responsibilities

- Work in partnership with relevant agencies to protect children.
- Provide strategic leadership for any future changes of the school (including the planned expansion).
- Lead, motivate and encourage staff to improve the quality of education provided and standards achieved.
- Build upon sound, professional working relationships with the Local Authority, Governing Body, local schools, parents, community members, employers and outside agencies.
- Take an effective lead and manage the Outreach Service to Ashford schools through SMILE Centre staff.
- Lead and manage a system of Performance Management for all staff encouraging reflective practice, challenge, professional development and accountability.
- Promote the school positively within the local and wider community.
- Ensure sound financial management in accordance with the Governors Finance Sub-Committee and Local Authority regulations.

Job Description: Headteacher (Continued)



- To present as a role model for the provision of effective leadership, quality of teaching and appropriate professional behaviour.
- Take responsibility for ensuring the effective management of Health and Safety issues in the school.

Teaching & Learning

- Develop a positive culture of learning where students and staff feel valued, safe, and confident they can learn and achieve.
- Promote excellence, equality and high expectations in all pupils.
- Monitor teaching, learning and assessment throughout the school, encouraging excellence and effectively managing inconsistent or poor performance.
- Ensure that the school provides a broad, balanced, relevant and enjoyable curriculum that meets the needs of all students regardless of their race, religion, gender, disability, economic background or special educational need.
- Ensure that the school environment offers inclusive opportunities for all pupils.
- Ensure that the teaching and learning is appropriately linked to statutory requirements for the Curriculum and SEN Code of Practice.
- Involve students in decision-making opportunities through the School Council.
- Build on the effective learning assessment system used by the school to provide clear recording and reporting documentation to provide evidence of student progress and achievement.
- Create a safe and healthy environment where positive learning behaviour is encouraged and proactive strategies are encouraged to support and minimise challenging behaviour.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.

Resources

- Develop the school's systems for recruitment and selection of high quality staff ensuring good safeguarding practices are observed.
- Ensure the regular monitoring of the budget and oversee the use of all resources to ensure they are efficient, effective and value for money in the context of school funding reform.
- Plan, manage and monitor the curriculum within an agreed budget, setting appropriate priorities for expenditure and effective administration and control.
- Encourage the sharing of best practice in a supportive environment that is linked to professional development, the School Improvement Action Plan and Performance Management.
- Manage the school financial and human resources effectively and efficiently.
- Maintain good standards of Health and Safety with regular monitoring and review.

Standards and Accountability

- Work effectively with the Governing Body. Securing a positive working relationship to enable the Governing Body to objective advice and support and accepting challenge as an integral part of that relationship.
- Review policies and procedures and update Governors on change.
- Report to the Governing Body on all statutory requirements and keep them informed on standards, progress and achievement.
- Maintain adequate and appropriate records and statistical returns.
- Ensure parents/carers and students are well informed about the curriculum, attainment and progress.
- Use the National Standards for Headteachers as a framework for good practice.
- The job description will be reviewed annually as part of the Headteacher's performance management process.



Staff Structure

There is a clear staffing structure, which identifies line management and direct responsibilities (available at: <http://www.wyvern.kent.sch.uk/371/staffing-structure-2015>).

- Two Deputy Headteachers and two Assistant Headteachers work directly through the Headteacher.
- Other senior management consists of 5 Key Stage Managers.
- Key Stage 4/5 Manager is supported by a Senior Teacher.
- Teaching staff are directly responsible to the Key Stage Manager.
- Key Stage Managers are responsible for operational, day-to-day issues, within their own Key Stage.
- Key Stage Managers are supported in their role by the Assistant Headteachers, if required.

Class & Key Stage Structure

Early Years

The Nursery currently has 19 part-time pupils who attend 2 sessions per week each as well as attending a mainstream setting. The Nursery is open from Tuesday to Friday. Reception class has 10 pupils.

Key Stage 1 has 2 x Y1 and 2 x Y2 classes. There is a total of 37 pupils.

Key Stage 2 has 5 class groups. There are 47 pupils in KS2.

Both Key Stage 1 and 2 have established Literacy and Numeracy groups where pupils are taught according to ability. These are flexible and may change following assessment.

Within the primary phase there is a Sensory Teaching (STAR) Group for pupils with profound severe and complex needs. There are 11 pupils in STAR 1. These pupils also access areas of the curriculum with their peer groups, where appropriate.

In the Secondary phase, pupils are grouped in respective year groups. They are taught by subject specialists and move around the school to access specialist areas.

STAR 2 is the equivalent of STAR 1 but for secondary aged pupils. There are 8 pupils currently accessing this provision.

Key Stage 3

Pupils are taught in Year groups. However, Literacy and Numeracy groups have been established across Key Stage 2 to ensure pupils are taught alongside others of similar ability and learning style.

SKYBASE was established in September 2015 to meet the needs of a group of ASD pupils who were identified as experiencing potential difficulty accessing the secondary phase in the same way as other children. There are 7 pupils from year 7 and 8. These predominantly remain in the same classroom and access the curriculum through a range of sensory methods and clear, very structured schedules.

There are 32 pupils in Key Stage 3.

Key Stage 4 & 5

Pupils in Key Stage 3 & 4 access the 14 – 19 curriculum with a variety of courses that are specifically aimed at the need type of the pupils. Pupils in FE access work experience and college courses.

There are 53 pupils in Key Stage 4 & 5.

Key Facts & Statistics

Type of School	Maintained Foundation
Local Authority	Kent County Council
Age Range	3 – 19
Number on Roll (2016)	216 (270 places from December 2017)

% By Primary Need

ASD	44%
SLD	38%
PMLD	12%
MLD	4%
PD	2%
No. of Teaching Staff	30 FTE
No. of Support Staff	89 (+ catering, cleaning and site staff)
Annual Budget	£3,669,000 (current Rollover £192,000)