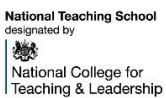




Head of School

Candidate Pack

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Letter from the Executive Headteacher



Dear Applicant

Head of School Vacancy

Thank you for your interest in the role of Head of School at The Beacon Folkestone. This post represents the first of its kind to our new leadership structure, following the recent launch of a second site in Walmer, Deal.

The Beacon Folkestone is a 3-19 special school for students with Profound, Severe and Complex needs. The school has approximately 370 pupils on roll who come from a wide catchment area, mainly across the South and East of the County. We opened a new Early Years/Key Stage 1 provision in Walmer in April 2021 with exciting plans for the development of the satellite to take 248 3-19-year-old pupils by September 2023.

Students at The Beacon are committed to their learning, are enthusiastic and keen to do well and have very supportive parents/carers. Attitudes to learning in lessons and around the school is very good, allowing students to make good and outstanding progress. Although we are a large special school, we pride ourselves on developing positive relationships with all stakeholders and have developed smaller zones with shared resources, heart spaces and identities which allows pupils and staff to develop an ownership and sense of belonging.

We have an engaged staff team who know and support each other well. Professional development of staff is taken seriously and a range of opportunities are offered, both internally and externally, in order to ensure we recruit, retain and develop outstanding staff for the school. We have built a strong coaching and peer support culture and all staff engage in reflective professional dialogues throughout the year through our Achieving Excellence Framework. The wellbeing of students, staff and parents/carers is paramount and the school is very proud of the various forums which contribute to improving the provision.

As part of a cooperative trust of all 26 special schools across the county, we have a strong collaborative network of support and the successful post holder will be expected to utilise these networks to develop the school's contribution to system leadership across the landscape of SEND in Kent.

The school's most recent Ofsted inspection in February 2019 graded the school as 'Outstanding', building upon the 'Outstanding' judgements achieved by the two previous schools, that merged to form The Beacon in September 2016. However, this school doesn't operate to achieve an Ofsted grading. We have a firm belief that we will continue our quest for collective excellence by supporting

our staff and trusting them to be innovative to create exciting educational opportunities whilst developing a culture of high expectations of ourselves and each other. Our new Head of School will be vital in developing these principles to drive forward standards even further.

The role of Head of School is an important appointment for the school. We are seeking an inspirational and highly motivated leader who will drive the school forward in its quest for an outstanding education for all its students, with the skills and expertise to translate the school's vision into the practical reality of running the school, whilst reaffirming the school's reputation in the local community as a centre of excellence. For the successful candidate, this will be an exciting and rewarding role.

The closing date for applications is Friday 14th May 2021 and interviews are scheduled for Tuesday 24th May 2021. Visits to the school are actively encouraged, although it is appreciated that these may need to be adjusted dependent on government guidance. Should this not be possible, candidates are encouraged to arrange a call with Neil Birch, Executive Headteacher to discuss the post and the role in more detail should they wish to prior to application. For more information, to arrange a call or a visit to the school, please email hr@thebeacon.kent.sch.uk or contact Michelle Humphreys or Katie Lonergan, HR Managers on 01303 847555.

Yours faithfully



Neil Birch
Executive Headteacher

Job Description

JOB TITLE: Head of School
SCALE: Leadership L23-L27
RESPONSIBILITY TO: Executive Headteacher

Principal purpose and conduct

Job purpose

- To work as a member of the Beacon Senior Leadership Team to achieve the educational vision and aims by enabling smooth and effective running and by ensuring the highest standards of pupil attainment are achieved and maintained.
- To serve in the best interests of the school's pupils
- To act in line with the school's cooperative values at all times
- To conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- To uphold their obligation to give account and accept responsibility
- To know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- To take responsibility for their own continued professional development, engaging critically with educational research
- To make a positive contribution to the wider education system

Ethics and professional conduct

- To uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders.
- To uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- To build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- To show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- To uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- To ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

Specific duties and responsibilities:

School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment

- ensure a culture of high staff professionalism

Teaching

- To ensure safety and standards in all aspects of the day to day running of the school
- To establish highly trained and skilled teaching and leadership teams
- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment

- To design and develop the schools timetable
- To ensure effective systems for tracking, analysis and assessment of pupil progress have an impact on pupil outcomes
- To ensure pupil and sports premiums are appropriately spent to maximise impact
- To ensure a broad and appropriate range of intervention programmes to meet pupil needs effectively
- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- To ensure the effectiveness of all behaviour support for all pupils
- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

- To oversee systems and processes exist to meet the needs of pupil's Health Care plans
- To manage systems and processes for pupil admissions
- To oversee the schools, work on Medications policy and practice
- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs[footnote 9] and special educational needs and disabilities[footnote 10] of pupils, providing support and adaptation where appropriate

- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

- To develop the school's coaching programmes, effectiveness to build a self-reflective improvement culture
- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional
- development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- To act as the school lead on safeguarding – Lead DSL
- To ensure high levels of pupil attendance
- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

- To ensure pupils voice is encouraged to impact throughout the school
- To promote effective community partnerships with all stakeholders
- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Person specification

	Essential	Desirable
Professional Qualifications	<ul style="list-style-type: none"> • Qualified teacher with QTS • Proven strong, successful senior leadership experience • Evidence of relevant and on-going professional development • NPQSL or similar leadership qualification 	<ul style="list-style-type: none"> • NPQH • Engagement with pedagogical and/or leadership masters level study.
Values	<ul style="list-style-type: none"> • Strong commitment to the cooperative values of the school and their implications for leadership • Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives. • A commitment to ensuring inclusion, diversity and access to education for all. • A clear understanding of and commitment to promoting and safeguarding the welfare of children. 	<ul style="list-style-type: none"> • Experience of leading in a school adopting a Foundation Cooperative Trust.
Learning - Achieving excellence	<ul style="list-style-type: none"> • Track record of leading and bringing about effective School improvement in a coaching culture • A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the everyone's work • The ability to develop a collaborative culture where collective excellence is everyone's responsibility 	<ul style="list-style-type: none"> • Evidence of successfully implementing, managing and evaluating change in a collaborative and sensitive way. • Significant experience in evaluating and using data to plan and improve pupil performance
Development - Talent management	<ul style="list-style-type: none"> • Leadership style that empowers others and creates leadership opportunities • Evidence of building and nurturing a positive school culture that enables all staff to carry out their respective roles to the highest standard • Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, governors and parents • Experience of fostering an open, and equitable professional development culture 	<ul style="list-style-type: none"> • Experience of running whole school performance management processes in a self-reflective culture.

<p>Support – School culture and well - being</p>	<ul style="list-style-type: none"> • Inspires confidence and trust. • Is approachable, shows integrity and leads people not numbers • Evidence of building and nurturing a positive team culture that enables all staff to carry out their respective roles to the highest standard • A clear understanding of the factors underpinning effective staff well-being systems 	<ul style="list-style-type: none"> • Experience of securing staff engagement and commitment to the school’s vision and values
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About The School



The Beacon is a modern, rapidly growing all age special education needs school catering for 354 pupils, aged between 3 and 19 years, with Profound Severe and Complex learning needs.

The school is a brand new purpose built centre of excellence for learning, with outstanding facilities including hydro pool, hi-tech sensory rooms, soft play areas, state of the art PE hall, specialist subject rooms, sensory garden, grassed amphitheatre, cycle track and life skills house. The Beacon is a mixed special school with 380 pupils aged between 3 and 19.

We cater for students with profound and severe needs together with children experiencing moderate and complex learning needs arising out of a combination of needs in addition to cognition and learning. Pupils have one or more additional special needs including speech and language; social, emotional and behaviour difficulties and autistic spectrum disorders in addition to their cognition difficulties. Class sizes average 10 pupils in the primary department and 12 pupils at secondary level. Classes are supported with teaching assistants.



Local Area



Folkestone is a port town on the English Channel, in Kent south-east England. The town lies on the southern edge of the North Downs and was an important harbour and shipping port for most of the 19th and 20th century.

The town is located at the eastern end of the M20 which provides fast access to Ashford, Maidstone, London and also to the M25. The High Speed Rail Link HS1, previously known as the Channel Tunnel Rail Link, is a commuter service from Dover that calls at Folkestone and then using the South Eastern Main Line travels through Ashford International. The services join HS1 for the journey to Ebbsfleet, Stratford and London St Pancras. The journey time via this route from Folkestone West takes as little as 52 minutes to reach London.

Folkestone enjoys views of the surrounding countryside and the coast of France, a mere 24 miles (39 km) away. The cliffs are a magnet for passing migrating birds. There are two major long distance public footpaths through the town.

Folkestone is also home to The Lees Cliff Hall which is a Theatre and Concert venue and there is a thriving Creative Quarter in the heart of Folkestone old town where you can find diverse shops, cafes and creative businesses.

How To Apply



Before applying for this vacancy please ensure you have read all the relevant documents contained in this site.

Please only enclose a CV if it contains additional, relevant information that is not included on your application form. Please limit any additional material to two single sides of A4 paper, typed in black for photocopying purposes.

If you apply for this post and are shortlisted, any discrepancies or anomalies in the information you provide, and any relevant issues arising from your references will be taken up at interview. All candidates will be notified of the result of their application after the shortlisting stage. If you are shortlisted we will write to your referees, and references will be considered at the interview stage.

All posts are subject to a Disclosure and Barring Service Check, health clearance, receipt of satisfactory references and verification of your entitlement to work within the UK. Please note, copies of teaching certificates or any further professional qualifications will need to be provided at interview stage.

Whether or not you are selected for interview will be determined solely on the information provided in your application form. It is very important that the form you return to us contains the information that the selectors want and the information that you want to give us.

We value diversity in our workforce – fair treatment for all is vital to the quality of services to the public. Kent County Council has an **equality policy** to ensure that all groups and individuals within the community are given full opportunity to benefit from the services and jobs we provide.

If you have any difficulties uploading your application form please contact Kent-Teach on 03000 410203 or email kent.teach@kent.gov.uk. Please note that applications should not be sent directly to the school.