

Oakley School

www.oakleyschool.co.uk

Job Description & Person Specification

Assistant Head Curriculum & Pupil Progress

School Mission: Children and young people at the heart of all we do.
School Ethos: Work Hard, Be Kind, Have Fun, Stay Safe.

Reporting to: Deputy Headteacher
Pay Range: L9-L14

Context

Oakley School is the Tunbridge Wells District Special School for day pupils, aged from 3 to 19 years. We operate across 3 sites; our Tonbridge site meets the needs of our Phase 4, 16+ young people (approx. 50 students). On our Tunbridge Wells site we have pupils from age 3 (in our Specialist Nursery) through to 16 (in Phases 1 to 3) (approx. 170 children). We also have a small Satellite Provision at Skinners' Kent Primary School in Tunbridge Wells.

All our pupils have an Education, Health and Care Plan (EHCP). Children who attend the school have a wide range of severe and/or complex needs, with communication and learning difficulties. Children come from a wide range of socio-economic backgrounds, with around 35% eligible for Free School Meals.

Strategic Objectives 2020-2023

1. Continue to develop our Creative Curriculum from Early Years to Year 14 (age 19 years) that equips our children and young people for the future and ensures engagement, creativity and progression in preparation for adulthood.
2. Develop, implement and refine a robust assessment model to track pupil progress and wider curriculum outcomes.
3. Consistently provide excellent personal development opportunities through the Creative Curriculum
4. Develop a strategic whole school approach to supporting pupils' Behaviour and Wellbeing. and Wider Curriculum to develop children and young peoples' skills, knowledge, talents and interests.
5. Continue to offer staff high quality professional training and development linked with the strategic direction of the school, ensuring staff have the skills to effectively deliver a meaningful and aspirational curriculum that prepares our children and young people for adulthood.
6. Extend our Outreach Programme to meet and respond to the local SEND needs across the West Kent District for pupils in mainstream schools.
7. Develop a strategic model to support staff wellbeing.
8. Collaborate with the Local Authority to secure improved buildings and facilities that ensure pupils have access to high quality learning environments that meet the needs of our expanding and changing cohort for the longer term and to bridge the gap during this plan. Ensure all our pupils can access a school infrastructure that enables high quality learning experiences and ensures their safety and wellbeing.
9. School Leaders hold staff to account for the planning and delivery of an excellent provision for all the pupils at Oakley School.

Job Description - Principal Accountabilities

As an Assistant Head and a member of the Senior Leadership Team (SLT):-

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice across the school, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Ensure that the school's systems, organisation and processes are followed in order to provide the best outcomes for children and young people.
8. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the community.
9. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
10. Deputise for the Deputy Head and/or Head Teacher when required.
11. Carry out any other duties effectively and efficiently when directed to do so by the Deputy Head, Headteacher or Governing Body.
12. Identify and lead on research projects which not only benefit Oakley pupils, but could benefit the wider SEND community.
13. Work collaboratively with a range of professionals to deliver a holistic provision for children and young people.

Specific accountabilities:-

14. Designated Safeguarding Lead (DSL) and Educational Visits Co-ordinator (EVC).
15. Line Management of members of the Extended Leadership Team.
16. As an active and effective member of the Teaching Team (see responsibilities below), plan and deliver a teaching commitment (up to 20%).
17. Working collaboratively with the other Assistant Heads, ensure the efficient running of school sites on a daily basis with the deployment of teaching and learning support staff; identifying and solving issues and problems in a manner that is consistent with the stated aims, visions and policies of the school and in the best interests of pupil progress, safety and wellbeing.
18. Continuously monitor and improve the quality of education and the Creative Curriculum, with particular responsibility for:-
 - a. The collection, analysis and dissemination of data.
 - b. Reporting to ELT, SLT and Governors on whole school pupil progress
 - c. Leading Curriculum Teams
 - d. Leading Pupil Progress meetings
 - e. Carrying out an annual curriculum, exams and external accreditation review matched to the needs of the children and young people; ensuring that the curriculum is broad, balanced, cohesive and purposeful.
 - f. Monitor and review the learning pathways structure ensuring equality of opportunity, accessibility and curriculum progression
19. Review, collaborate and maintain the Whole School Timetable.

20. Liaising with the Finance Manager, oversee Government grants and funding including pupil premium, ensuring it is spent and accounted for appropriately and information shared with SLT, Governors and published on the school website (a statutory requirement).
21. Be the Designated Looked After Children (LAC) Teacher; attending meetings, liaising with Foster Parents, Carers, Social Workers etc, to ensure the very best holistic support for this group of children.

As an active and effective member of the Teaching Team:-

22. Engage all pupils and encourage and enthuse them in order to enable them to make good or better progress and become as skilled, knowledgeable and independent as possible so that they become successful learners, confident individuals and responsible, contributing citizens.
23. Use knowledge of the pupils' special needs, advice and guidance from the therapists, school aims and policies, schemes of work and national curriculum requirements for the relevant curriculum areas to establish and communicate clear, relevant and challenging learning objectives and positive learning experiences.
24. Consistently and effectively plan and deliver lessons and sequences of lessons to meet **all** pupils' individual learning needs, ensuring progression and continuity in their learning. Build all pupils' enthusiasm for learning, optimism, self-esteem, self-confidence, independence and a problem-solving approach with active participation in their learning and self-assessment.
25. Apply effective lesson structures, classroom organisation, communication and pupil management strategies to meet the range of learning styles presented by individuals and groups.
26. Deploy positive and targeted support for all pupils with specific learning needs or difficulties.
27. Develop and manage positive and productive relationships with all pupils, staff, carers, parents, governors and the wider community.
28. Develop pupils' participation, social skills, responsibility, concern for others, independence, literacy, numeracy and ICT skills throughout the curriculum and enable them to make safe and healthy choices.
29. Use and develop opportunities for learning outside the classroom.
30. Creatively manage the full range of resources available including adults other than teachers, ICT and the environment beyond the school in preparation for adult life.
31. Promote positive behaviour, setting consistent, clear expectations for maintaining appropriate behaviour, managing any challenging or difficult behaviour from pupils, minimising any negative impact on the learning of others, and/or on the pupils themselves.
32. Regularly monitor, evaluate, record and report the progress of pupils in relation to their prior attainment, using agreed school systems and to use this to provide constructive on-going feedback to pupils to guide their learning and develop their individual capacity to know, understand, value and build on their own strengths and skills.
33. Set targets for further learning through pupil assessments and modification of planning.
34. Participate in, and engage with, a range of school based and external staff training and development days and professional development activities, including performance management feedback, and sharing best practice and outcomes with colleagues and to continuously improve own teaching performance.
35. Implement all school procedures & policies consistently, and contribute to their evaluation and further development, supporting the school in achieving its aims, vision and priorities as set out in the School Development Plan.

Person Specification

As a Senior Leader to consistently demonstrate the 7 key NPQ leadership behaviours of:-

- Commitment
- Collaboration
- Personal Drive
- Resilience
- Awareness
- Integrity
- Respect

As a Senior Leader to use these leadership behaviours to achieve:-

- Strategic improvement
- Teaching and curriculum excellence
- Leading with impact
- Working in partnership
- Manage resources and risks
- Increasing capability

Qualifications & Experience

<ul style="list-style-type: none"> • A degree or equivalent • Qualified Teacher Status • Be an excellent teacher and role model with a proven track record of supporting children's progress • Post graduate qualification e.g. NPQSL accreditation or equivalent, or willingness to work towards one • A minimum of 6 years excellent teaching in different settings • Leadership and management experience of SEND and inclusion • Evidence of recent relevant professional development • Evidence of successful SEND curriculum development • Evidence of leading, motivating and developing staff working with children and young people aged 3 to 19 with SEND • Evidence of effective working with a wide variety of stakeholders • Evidence of the effective use of assessment and analysis in raising standards • Experience of effective monitoring and accurate evaluation of teaching and learning • DSL & Safer Recruitment trained, or the willingness to carry out training 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Desirable • Essential • Essential • Essential • Essential • Essential • Desirable
--	--

Knowledge

- Excellent knowledge, expertise and skills of working with children and young people with SEND
- Knowledge of a range of learning difficulties – complex, severe needs, communication and interaction difficulties and associated challenging behaviours and additional needs.
- Ways of improving outcomes in learning, in achievement and in the quality of life for students with these needs.
- Curriculum development and accreditation
- The use and application of ICT for learning.
- The current Ofsted criteria and all relevant published professional standards.

Skills & Abilities

- A professional who can demonstrate a strong commitment to inclusive principles, support our ethos of providing a safe and positive environment for all our children and young people, enabling them to reach their full potential and develop their skills for life and independence
- Outstanding interpersonal and communication skills and the ability to adapt to different situations, demonstrating diplomacy, tact and empathy.
- Strong leadership experience with the confidence and ability to hold others to account
- The ability to build and develop excellent working relationships with staff, pupils, parents/carers, governors and other professionals
- Personal drive, resilience and be able to demonstrate enthusiasm and a positive attitude
- The ability to evaluate the performance of teams.
- Pro-actively lead and manage effective change where change is needed.
- Deputise for the Headteacher or Deputy Headteacher when required.
- Lead enthusiastically and be adaptable and flexible, whilst remaining calm under pressure.
- Ability to inspire, motivate and encourage pupils, staff and parents/carers.
- Ability and willingness to travel between all Oakley sites and to external meetings, training courses, conferences etc.

Personal Qualities & Abilities

- Demonstrate optimistic behaviour, positive relationships & attitudes towards pupils and staff, and towards parents, governors and member of the local community.
- Lead by example – with integrity, creativity, resilience, clarity, drive and enthusiasm.
- Sustain wide, current knowledge and understanding of education and school systems locally and nationally, and pursue continuous professional development.
- Communicate compellingly the school's vision and help drive the strategic leadership, empowering all pupils and staff to excel.
- Encourage an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Suitable to work with vulnerable children and young people.

Child Protection

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Disclosure and Barring Service (DBS) to KCCs satisfaction. Oakley School is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

Oakley School is committed to safeguarding children and young people, a commitment we expect all staff to share and uphold.

Oakley School, Pembury Road, Tunbridge Wells, Kent TN2 4NE

www.oakleyschool.co.uk

E-mail: office@oakley.kent.sch.uk

Telephone: 01892 823096