



Headteacher Candidate Pack



Watling View School

Be Kind | Be Safe | Be Responsible

Be the best you can be



Contents

Letter from the Chair of Governors	Page 3
About Watling View School	Page 4
Key facts and statistics	Page 5
Our Mission Statement	Page 6
Our Vision and Ethos	Page 7
Our new Headteacher will need to	Page 8
We can offer our new Headteacher	Page 9
What our parents /carers say	Page 11
Key Responsibilities	Page 12
Job Description	Page 14
Person Specification	Page 16
Completing your application pack	Page 21
Important dates and information	Page 22





Letter from the Chair of Governors

Dear applicant,

Thank you for your interest in the role of Headteacher. We are delighted that you see Watling View as a school where you can make an impact. We know that Watling View will provide an outstanding opportunity as you seek to make the next step in your career.

The Governors at Watling View are proud to be part of a 'good' school. We believe that a key part of this success is the strong links and relationships that have been developed between staff, pupils, parents/carers and the broader school community.

In recruiting a Headteacher we are seeking someone to shape and share the school's vision and ethos. We recognise that there are many challenges in the education system and that there are further changes ahead. By working together, we want to ensure that Watling View maintains its caring learning environment for every pupil and proactively prepares pupils to thrive in an uncertain future.

If you think you have what it takes to drive Watling View forward then please come and visit us, speak to the current Head and observe the children. We will be inviting those applicants shortlisted to attend interview days on 23rd and 24th May. We will share more details about the interview days in due course.

To arrange a visit to the school or should you have any questions, please contact Jo Roberts, School Business Manager (jo.roberts@watlingview.herts.sch.uk / 01727 850560 (Option 6)).

Thank you for your interest in Watling View. My colleagues and I look forward to meeting and interviewing motivated candidates interested in taking on this important and exciting new challenge.

Yours faithfully,

Richard Gutowski
Chair of Governors



About Watling View School

Watling View is a maintained special school in St Albans, in the county of Hertfordshire. The school caters for up to 92 pupils (currently 89 on roll), with a wide range of complex and profound learning difficulties. These include severe autism, complex medical conditions, physical and mobility difficulties, as well as severe developmental delay.

We are passionate about our vision, which guides us in all that we do for our pupils.

"Watling View - Be kind, Be responsible, Be the Best You Can".

Teachers and support staff are well qualified in the forefront of curriculum delivery for children with Special Educational Needs. Staff work closely with specialist medical staff, including Speech and language Therapists, Physiotherapists, Occupational Therapists and paediatric nurses and doctors. The school also employs a Music Therapist whose expertise provides significant support to children and their parents in the exploration of communication and development in a safe, protective environment. We have specialist teachers in the area of PE, Swimming, Horticulture and Food Technology. Many staff are trained in rebound therapy.





Key Facts and Statistics

Type of school: Community Special School
(Autism Accreditation)

Location: St Albans, Hertfordshire

Age Range: 2 years – 19 years

Number of Children: 89 on roll

Intake per year: About 5 or 6 children

Travel: Approx 80% of children travel to school by bus from all over Hertfordshire and surrounding counties.

% Pupil Premium: 28%





Our Mission Statement

Our mission statement and values informs our way of working:

- We are led by Watling View's vision
- We develop learners to be the "best" they can
- We respect and value differences
- We foster a safe, happy, inclusive and calm environment
- We know, understand and meet the needs of each child
- We build on strengths and overcome barriers
- We maximise potential, independence, communication skills and celebrate achievements
- We prepare learners for each stage of learning, including preparation for adulthood
- We provide a highly individualised curriculum for each of our pupils
- We are effective communicators
- We work with parents, carers, other professionals and the wider community
- We strive to be a centre of excellence to promote best practice and secure excellent outcomes for all pupils





Our Vision and Ethos

Our Vision

Our mission is to provide person centred approaches which engage and empower children and young people in learning.
We are committed to providing outstanding opportunities in which each individual is valued.

We strive for:

- A range of personalised curriculum experiences which empower learners to make progress, reflect their learning styles and enable them to take responsibility for themselves
- A committed and reflective team of practitioners who create positive relationships and develop expertise in special education
- A positive, caring and safe environment which is underpinned by high expectations and mutual respect
- An environment in which learners grow and develop into confident participants in their community
- An inspirational and strategic leadership team who secure the highest professional standards
- A successful partnership with parents or carers that is central to the well being and achievement of learners

Our Ethos

We believe our learners should be:

- | | |
|---|---|
| • Independent learners who think for themselves | Learning to develop a positive self image and sense of self |
| • Willing and motivated to learn for learning's sake | Creative and flexible in their thought and actions and prepared to take risks in their learning |
| • Resilient and self confident | Willing to accept responsibility and to demonstrate qualities of leadership |
| • Opportunity to work effectively alongside others as part of a team | Socially and morally responsible |
| • Respectful of others as individuals and of different religious beliefs and cultures | Compassionate |
| • Emotionally intelligent | Fit, happy and healthy |



Our new Headteacher will need to:

- Be able to engage and inspire our children to achieve their very best
- Provide vision and strong leadership for our dedicated staff
- Demonstrate optimistic personal behaviour and model good practice
- Enjoy good relationships with all stakeholders including parents, carers, grandparents, foster parents and governors
- Have experience of senior leadership in special schools dealing with severe profound and multiple learning difficulties (PMLD) and severe learning difficulties (SLD)
- Have awareness of what is required to secure an outstanding judgement in a school of this type
- Be able to build on highly successful processes already in place
- Skilfully manage change engaging all stakeholders on the journey
- Build on current solid financial foundations and identify grants and income opportunities to boost income





We can offer our new Headteacher

- An attractive salary commensurate with the role
- CPD personalised to the individual
- New Headteachers induction programme if appropriate
- A professional mentor experienced in Special Education
- Special School Headteachers networks both in and out of county
- A challenging and rewarding school community
- Well established, keen and committed governors
- An enthusiastic and hard working Leadership Team
- An experienced teaching and support team for our students
- Robust financial systems and knowledgeable administrative staff
- An active Parent School Association (PSA) generating funds and participating in activities
- A school poised to take the step from Good to Outstanding







What parents /carers say

My daughter likes going to school and misses it when on holiday



My son is making decent progress and we have seen notable improvements in him since starting at Watling View

We are very pleased with the school as a whole. Staff are approachable

My child is so happy at school and comes home every day as happy as she went. Everyone within her setting is so warm and friendly and I feel my daughter's needs are met

We are very pleased with what the school are doing



We are very happy about the help my child gets at school

My son loves going to school



Key responsibilities

Main purpose of role

- Overall responsibility for providing leadership to the school, ensuring success, continuous improvement and high quality education for all our pupils by improving standards of teaching and learning in line with statutory requirements.
- This Job description reflects the national standards of excellence for Head Teachers 2015.
- The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers' Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The Duties and Responsibilities

The National Standards of Excellence for Headteachers are set out in four domains:

- ❖ Qualities and knowledge
- ❖ Pupils and staff
- ❖ Systems and process
- ❖ The self-improving school system

There are four 'Excellence as Standard' domains. Within each domain there are six key characteristics expected of the nation's Headteachers; some of these have been expanded to give a more comprehensive description of the role at Watling View School.



Job Description

Domain One

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of special education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two

Pupils and staff

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' well-being.
3. Establish an educational culture of 'open classrooms' and learning walks as a basis for sharing best practice within and between schools, 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 within special needs 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. Champions PMLD and SLD best practice within the field of special needs education

Domain Three

Systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils in school and in the wider society.
3. Aware of preventative measures to develop good behaviours within the school setting.
4. 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.
5. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
6. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
7. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four

The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic, vocational and social outcomes for all pupils.
3. Challenge current educational practice in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education and life enhancing skills.

Person Specification

A candidate will only be considered for shortlisting and move forward in the remaining person specification criteria if they **meet the first 8** of the Qualifications, Knowledge and Experience and Professional Development sections. It is important to provide examples using the STAR acronym (situation, task, action, result) relating to the person specification criteria
Ensure to evidence additional aspects such as training, qualifications together with your background and experience within the personal statement.

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Qualifications, Knowledge and Experience				
QTS	E	✓		
Degree or Equivalent	E	✓		
SEN Qualification	E	✓		
Commitment to and experience of working with children with PMLD and SLD from ages 2 – 19 years	E	✓		
Recent successful leadership as a Head, Deputy or School Improvement Lead	E	✓		
Has current training for Child Protection and Designated Safeguarding Lead and has successfully undertaken the role within the school setting	E	✓		
Professional Development				
Evidence of appropriate and recent professional career development for the role of Headteacher	E	✓		
Evidence of recent leadership and management operational training and development	E	✓		
Has successfully undertaken approved safer recruitment training	D	✓		

Person Specification

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Leadership Skills				
Ability to articulate a clear vision for the future	E		✓	
Proven record of inspiring, enabling and motivating others to succeed	E	✓	✓	✓
Able to delegate and effectively achieve outcomes and provide development opportunities for staff	E	✓	✓	✓
Demonstrates excellent communication skills, including written and verbal communication	E	✓	✓	
Ability to build effective relationships with staff, parents, carers, governors and other stakeholders	E	✓	✓	
Whole School Leadership and Management Experience				
Have taken an active involvement in effective school self-evaluation and development planning	E	✓	✓	
Experience of implementing a strategic plan across the whole school, identifying priorities and evaluating the impact	D	✓	✓	
Experience of leading change effectively and successfully	D	✓	✓	
Able to listen and engage with stakeholders including parents in a range of ways on a daily basis or as a lead on specific projects	E	✓	✓	
Knowledge and understanding of strategic financial planning and budgetary management and their contribution to school development and pupil outcomes	D	✓	✓	
Have had responsibility for whole school policy development and implementation	D	✓	✓	

Person Specification

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Experience of working with stakeholders including governors, school improvement partners and external agencies / companies	E	✓	✓	
Absolute commitment to safeguarding	E	✓	✓	✓
Evidence of clear commitment to promoting health and safety and the welfare of children in a special education setting	E	✓	✓	✓
Absolute commitment to promoting social inclusion	E	✓	✓	✓
Knowledge and experience of working with children with autism from mild to severe	E	✓	✓	✓
An ability to understand the needs of children with PMLD and SLD and develop strategies to successfully manage this	E	✓	✓	✓
Successful track record of developing the performance of staff through effective performance management	E	✓	✓	
Safeguarding				
Demonstrate understanding and personal commitment to your responsibilities for safeguarding children within an SEN context	E	✓	✓	
Demonstrate a clear understanding of what is appropriate and inappropriate professional practice towards a child within a SEN environment	E	✓	✓	
To know how to sustain a safe environment and employ practices that promote children's health and safety	E	✓	✓	
Updated professional development regarding current safeguarding legislation	E	✓	✓	

Person Specification

Criteria	Essential or desirable	Determination from		
		Application	Interview	References
Personal Qualities				
A genuine passion for SEN education, coupled with the ability and enthusiasm, to see every child fulfil their potential	E	✓	✓	✓
Leads by example with integrity and demonstrates resilience	E	✓	✓	✓
Visible and approachable, empathetic and enjoys engaging and inspiring children, staff parents and the wider community	E	✓	✓	✓
Demonstrates resilience whilst also showing compassion in dealing with complex issues	E		✓	✓
A people person who actively enjoys communication with the different stakeholders in the school community (including listening to and inspiring children, staff, parents, carers and the wider community)	E		✓	✓
Flexible leadership style, being 'hands on' when required, balanced with knowing when to delegate	E		✓	✓
Demonstrates a capacity for sustained hard work with energy and enthusiasm	E		✓	✓
Able to take a dynamic approach to the changing needs of the school population	E		✓	✓





Completing your application pack

Application Form

Using the standard application form provided (CVs are not accepted) please complete all aspects of the form fully. Include your full work history with no unexplained gaps since leaving school education. Include all the qualifications and training you have completed, ***particularly those in recent years which have helped to prepare you for headship.***

Person Specification and Personal Statement

When writing your responses, it is really important you address each of the requirements in the person specification. ***It is important to provide examples using the STAR acronym (situation, task, action, results / impacts)***

Covering letter

You may also wish to include a covering letter of no more than two sides of A4 paper and at a font size of no less than Arial size 11.

References

Please make sure your referees are aware of your application and that they are able to provide a swift turn around. Preferred referees are your last two employers and you should provide their official organisation email address for us to contact. One referee is likely to be your last Headteacher or Chair of Governors.

Important dates and information

Leadership range	L23 – L29
Leadership pay range	£69,770 - £80,642
Start date	September 2019
Closing date	Monday 13 th May at 9am
Shortlisting date	Thursday 16 th May
Interview date	Thursday 23 rd and Friday 24 th May

Visiting the school	We appreciate that contact is limited during the Easter holidays so please contact Jo Roberts, SBM on 01727 850560 (from Tuesday 23 rd April) to arrange a visit. Tours are to be held on Monday 29 th April and Wednesday 1 st May, however the school can be flexible if candidates cannot make these dates.
Visit the school website	http://www.watlingview.herts.sch.uk/
Visit the Teach in Herts website	www.teachinherts.com
Send your completed application form to	leadership.recruitment@hertsforlearning.co.uk
Any questions, call the leadership recruitment team	01438 845785

Watling View School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. This post will require an Enhanced Disclosure and Barring Service check (DBS).

