



# **St. Paul's Community Development Trust**



## **St Paul's School Headteacher Recruitment Pack**





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## Welcome – Message from the Chair of School Governors

Firstly, can we thank you for your interest in the vacancy of Headteacher for St Paul's School.

St Paul's Trust has a long history as a small 'specialist' school. In the early days it provided an education for young people who didn't 'fit' into the mainstream system.

It has progressed through time and is now a school for some of the most challenging and complex young people in the city of Birmingham and wider afield. We provide an individually tailored programme to each pupil, which seeks to address all the issues. Many have been out of education for a long time.

Have we been successful? Yes, we have because each and every year all the pupils leave the school and go on to college or work placements.

Is this a challenging role? Yes, it most certainly is, but it is also extremely rewarding.

The last headteacher took us from 'requires improvement' to 'good' at Ofsted on two occasions, which was excellent.

If you have the skills and abilities to take us to 'outstanding', then we would like to receive your application form.

Mr Pat Wing MBE JP





## About St Paul's School



We are a small independent SEN school, part of St Paul's Community Development Trust, based in Balsall Heath in Birmingham. Our primary focus is supporting pupils from key stage 2 to key stage 4 who have a primary need of social, emotional and mental health difficulties. They may also have a diagnosis of Autism, ADHD, Pathological Demand Avoidance (PDA), Oppositional defiance Disorder (ODD), alongside a mild learning difficulty.

We provide pupils with a small, supportive and inclusive learning environment, where they are able to develop skills both academically but also in terms of their personal and social development. Mainstream schools have not necessarily worked for our pupils where they have struggled resulting in behaviour which has either led to permanent exclusions or a risk of permanent exclusion. Quite often our pupils arrive with very little selfworth and a very low self esteem. Our staff team work hard to rebuild confidence and self-belief by providing a curriculum that is more relevant to them in terms of their long-term aspirations, alongside a non-judgemental and caring pastoral provision.

We have developed positive relationships with the local authority to ensure we are working closely with SENAR to be able to provide support to families and young people who are in need of a supportive and inclusive setting.

We welcomed [Ofsted](#) in June 2017, who praised us on the new direction and vision for the school. To view the Ofsted report please [click here](#). In July 2019 Ofsted carried out another full inspection giving the school an overall grade 2. We are on a continued path to improvement and welcome staff, volunteers and governors who will contribute to this journey. It is our intention to ensure St Paul's School is a school that pupil's, staff and parents / carers are proud of. Ensuring that we listen to the views of our key stakeholders and improving provision in the interests of our pupils





# St Paul's School

(Part of St Paul's Community Development Trust)

## ETHOS AND VALUES

*The school is part of St Paul's Community Development Trust which gives the school secure roots in the local neighbourhood.*

St Paul's School is an inclusive, diverse and compassionate SEN School supporting young people with a primary need of social, emotional and mental health difficulties. We have built a culture which fosters values at the heart of all that we do. Our values include:

- Honesty
- Empathy
- Ambition
- Respect
- Trust.

Our staff are dedicated, compassionate and supportive. They have high expectations for themselves and our pupils.

Our restorative and trauma informed approach provides pupils with a safe school community where they are listened to, and where every action and interaction provides a learning opportunity. We look for opportunities for each child. Our curriculum is broad and balanced, offering pupils with an engaging and relevant learning experience that will equip them with the skills they will need to successfully transition into their next chapter of education and / or employment.

**We encourage pupils to BELIEVE in themselves, to set out to ACHIEVE their targets and ultimately go on to SUCCEED.**





## St. Paul's Community Development Trust



### Job Description

<b>Job Title:</b>	<b>Headteacher &amp; DSL</b>
<b>Department:</b>	<b>School</b>
<b>Salary Scale:</b>	<b>L11 – L15</b>
<b>Hours of work:</b>	<b>full time</b>
<b>Contract term:</b>	<b>Subject to a 6 month Probationary Period</b>

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#### PURPOSE OF THE POST

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To provide professional vision and leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

- To be a visionary leader
- To continually raise standards across the school
- To act as DSL for the School
- To deliver a continuous programme of development
- To keep sound sustainable fiscal management of the school budget
- To act with and for the Trust and ensure all things related to statutory compliance are in place
- To work in the interests of the Trust, sharing and promoting its vision and values
- Lead on school and Ofsted Inspections

The professional duties of the head teacher are contained in the School Teacher's Pay and Conditions Document and the key areas of Headship are contained in the DfE National Standards for Head Teachers.





## **POLICY FRAMEWORK AND REQUIREMENTS**

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A head teacher shall carry out his/her professional duties in accordance with and subject to: Teachers Standards

- The provisions of the Education Acts
- Any orders and regulations having effect thereunder
- The instrument of government of the school of which s/he is head teacher
- Fulfil all aspects of the Head Teacher standards
- Uphold the Nolan Principles for those holding public office

A head teacher shall carry out such duties in accordance with and subject to the following:

- Any rules, regulations or policies laid down by the governing body under their powers
- Any rules, regulations or policies laid down by the authority with respect to matters for which the governing body is not so responsible
- Any rules, regulations or policies laid down by his/her employers, and the terms of his/her employment

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## **GENERAL FUNCTIONS**

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A head teacher shall be responsible for the internal organisation, management, development and control of the school

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## **GOVERNANCE**

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- Responsibility for the development and implementation of the School's Development Plan, ensuring continuous improvement
- Ensure that the school has, and maintains, a system for regularly reviewing and updating its self evaluation and School development plan with regard to School improvement and inspection
- Evaluate progress, ensuring the use of performance data to support school improvement
- Lead on school reports to the CEO, School Governors, Board of Trustees and external partners
- Provide regular updates/advice, keeping the CEO and School Governors fully briefed on relevant matters, and report matters of immediate importance to the CEO
- Work in partnership to prepare for or address any emerging issues requiring policy or an organisational response





## PROFESSIONAL DUTIES

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The professional duties of a head teacher shall include:

- Formulating the overall aims and objectives of the school and policies for their implementation Strategic direction and development of the school:
- Leading by example, providing educational vision and direction to secure the strong and passionate commitment of staff, parents/carers and pupils.
- Lead and manage an effective response to critical incidents with a focus on safety and wellbeing of learners, staff and the community
- Ensure that the school, the staff and resources within it are organised and managed to provide an efficient, effective and safe learning environment
- In collaboration with the Finance Team, work within the allocated school budget to meet the objectives of the school and deploy resources cost-effectively
- Effectively contribute to the Trust's success as a member of the Senior Staff Team, including participating in Trust wide meetings, events and initiatives

## APPOINTMENT OF STAFF

Leading the selection and appointment of the teaching and non-teaching staff of the school

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## MANAGEMENT OF STAFF

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- Deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them (including such duties of the head teacher as may be properly delegated to a deputy head teacher, assistant head teacher or other member of staff) in a manner consistent with their conditions of employment, maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere
- Considering in particular in relation to such allocation of duties how far the duties of the head teacher may be delegated to any deputy head teacher or assistant head teacher
- Ensuring that the duty of providing cover for absent Teachers/Tutors is shared equitably among all Teachers/Tutors in the school (including the head teacher), taking account of their teaching and other duties
- Ensuring that Teachers/Tutors at the school receive information they need to carry out their professional duties effectively
- Ensuring that staff are aware of current educational developments and are kept up to date through an ongoing programme of continuous professional development
- Leading, motivating, supporting, challenging and developing staff at all levels in order to secure and sustain continuous improvement and staff well-being and to be committed to personal continuing professional development
- Supporting middle and senior leadership of the school to build capacity, recognize existing talents and encourage delegation
- Challenging underperformance at all levels and putting in place effective procedures to deal with underperforming staff





- Providing information, references and testimonials about the work and performance of staff employed at the school, with due regard to the principles of equal opportunities, where such information is relevant to their future employment
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## **CURRICULUM**

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- Determining, organizing and implementing a broad and balanced curriculum for the school, having regard to the needs, experiences, interests, aptitudes and stage of development of the pupils and the resources available to the school
  - Ensuring that improvements in the curriculum are a priority for all pupils
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## **REVIEW**

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Ensuring that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintaining a record of self-evaluation and areas for improvement, and of progress made in respect of these

## **STANDARDS OF TEACHING AND LEARNING**

Evaluating the standards of teaching and learning in the school, and ensuring that proper standards of professional performance are established and maintained

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## **APPRAISAL, TRAINING, DEVELOPMENT AND INDUCTION OF STAFF**

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- Supervising and participating in arrangements for the appraisal of the performance of Teachers/Tutors and support staff in the school
  - Participating in arrangements made for the appraisal of his/her performance as a head teacher, and that of other staff who are the responsibility of the same appraising body in accordance with such regulations
  - Participating in the identification of areas in which s/he would benefit from further training and undergoing such training
  - Ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the maintaining authority and governing body
  - Ensuring that newly-qualified Teachers/Tutors and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service
  - Being responsible for the supervision and training of Teachers/Tutors during their induction periods in accordance with the Induction Regulations, and making a recommendation at the end of such induction periods as to whether such Teachers/Tutors have met the prescribed induction standards as required by those regulations
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## **PUPIL PROGRESS**

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- Ensuring that the progress of pupils of the school is monitored and recorded
  - Ensuring continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning • Using this data continuously to support and improve standards.
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## **PASTORAL CARE**

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Ensuring that the health and wellbeing of children is encouraged through a nurturing environment

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## **INCLUSION AND SPECIAL NEEDS**

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- Promoting equality and inclusion in all aspects of school life
- Ensuring that the requirements of the Code of Practice are met

## **DISCIPLINE**

- Ensuring that proper standards of behaviour are implemented
  - Making such measures generally known within the school
  - Ensuring the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorized school activities, whether on the school premises or elsewhere
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## **RELATIONS WITH PARENTS**

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- Making arrangements for parents/carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims
- Creating and maintaining an effective partnership with parents/carers to support and improve pupils' achievement and personal development
- Working with parents/carers to ensure children have access to extended services, extracurricular opportunities, homework and other social and educational experiences, e.g. through the Parent Staff Association





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## RELATIONS WITH THE GOVERNING BODY

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- Attending meetings of the governing body and producing reports to them in connection with his/her responsibilities as they may properly require either on a regular basis or from time to time
  - Advising and assisting the governing body of the school in the exercise of their functions (Without prejudice to any rights s/he may have as a governor of the school)
  - Advising the governing body on the adoption of effective procedures to deal with incompetent Teachers/Tutors, and keeping the governing body informed of the general operation of such procedures
  - Reporting to the governing body on the professional development of all staff at the school.
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## RELATIONS WITH OTHER EDUCATIONAL ESTABLISHMENTS

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Maintaining liaison with other schools and education establishments with which the school has a relationship

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## RESOURCES

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Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the head teacher and adhering to financial regulations

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## PREMISES

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Planning for the security, maintenance, development and effective supervision of the school buildings and their contents and of the school grounds and ensuring (if so required) that any lack of maintenance is promptly reported to the Trust Facilities Team

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## ABSENCE

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Arranging for a deputy head teacher or other suitable person to assume responsibility for the functions of the head teacher at any time when s/he is absent from the school

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## SAFEGUARDING CHILDREN

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Safeguarding and promoting the welfare of children and young person's s/he is responsible for or encounters






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## HEALTH AND SAFETY

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Ensuring the health and safety of all children, staff, parents/carers and visitors

### Person Specification

MOA – Method of Assessment  
(A – Application Form I – Interview T – Test)

	<b>ESSENTIAL</b>	<b>MOA</b>
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Willingness to undertake NPQH (National Professional Qualification for Headship) if not held</li> </ul>	AI I
Knowledge	<ul style="list-style-type: none"> <li>• Thorough understanding of SEN needs and provision</li> <li>• Knowledge of current education policy and trends, especially in relation to SEN needs</li> <li>• Knowledge and understanding of education and school systems locally and nationally</li> <li>• An understanding of context/ challenges of independent and specialist school</li> <li>• Thorough understanding of Safeguarding and needs and requirements of Children in Need and Child Protection Plans and those in care</li> </ul>	IT A A I AI
Experience	<ul style="list-style-type: none"> <li>• Experience as a school leader in a school with provision for SEN</li> <li>• Experience of leading special needs provisions with successful outcomes</li> </ul>	AI A
	<ul style="list-style-type: none"> <li>• Experience of effective teaching in a school which serves a diverse intake of children</li> <li>• Experience in leading and managing in a consultative and transparent way, encouraging teamwork and providing support for personal and professional growth of staff</li> <li>• Experience of monitoring the school improvement process through a current and critical understanding of the learning process and its implications for enhancing high-quality teaching and learning</li> <li>• Experience in the development and oversight of the delivery of an engaging curriculum designed to meet the individual needs of learners</li> <li>• Experience of formulating and implementing a comprehensive range of assessment strategies including school-wide data measures to diagnose and improve learning</li> <li>• Experience of working in partnership with local authorities and other partners to develop high quality education for all children</li> <li>• Experience as DSL</li> <li>• Experience of preparing for Ofsted inspections at a Senior level</li> <li>• Experience of Financial literacy skills to include, budgeting and accounting</li> </ul>	A AI I A A AI A A AI





Personal Attributes	<ul style="list-style-type: none"> <li>• Manage demanding and changing workloads and competing priorities</li> <li>• Balances leadership styles to establish effective leadership and Inclusive team working</li> <li>• Thrives in a busy and demanding environment, resilient and monitors own stress levels, practising and promoting self-care strategies</li> <li>• Commitment to equality of opportunities, diversity and inclusion</li> <li>• Self-reflective, able to give and receive effective feedback, and able to improve personal performance</li> </ul>	A AI  AI  I I
Abilities/ Competencies	<ul style="list-style-type: none"> <li>• Ability to manage challenging behaviour in a calm and thoughtful way</li> <li>• Ability to foster a safe, purposeful and inclusive learning environment for SEN children</li> <li>• Excellent written and oral communication skills (including public speaking, presentations and facilitation skills)</li> <li>• Ability to use a range of software including MIS</li> <li>• Effectively accesses, analyses and interprets data</li> <li>• Ability to develop excellent working partnerships with parents/carers and external parties</li> <li>• Proven senior leadership and strategic development ability and experience</li> </ul>	AT I  AI  A A  A  AI
Safeguarding	<ul style="list-style-type: none"> <li>• Experience of delivering best practice in safeguarding and complying and improving policies and procedures</li> </ul>	AI

### Timetable for Recruitment

**Closing date for applications – 31<sup>st</sup> March 2023 12 noon**

**Interviews – 20<sup>th</sup> April 2023**

**To arrange a visit to the School, please email [HR@stpaulstrust.org.uk](mailto:HR@stpaulstrust.org.uk)**

