



**DEPUTY HEAD
CANDIDATE PACK**



**THE WELLBEING OF OUR YOUNG
PEOPLE IS AT THE HEART OF
EVERYTHING WE DO.**

ABOUT US

Belvue High School is a special school that caters for the needs of secondary aged pupils with learning difficulties and associated communication, behavioural, sensory and physical needs.

The wellbeing of our young people is at the heart of everything we do. We believe that prioritising wellbeing and respectful relationships ensures that our young people can maximise the learning opportunities we offer.

One of our greatest strengths is the multicultural dimension that permeates our school. We are proud of the diverse community we serve and of the standard of education we offer through a rich, dynamic and broad curriculum. Creativity, curiosity and independence are central to the learning process. Belvue School is

a happy, safe community where young people are encouraged to carve out their own pathway towards their goals.

We are an outward thinking community and we encourage collaboration, networking and sharing best practice where we can. We encourage our staff team to be reflective practitioners and offer first class CPD opportunities. We have built a vibrant and highly motivated team of dedicated professionals who work together in the best interests of our young people.

Belvue School is an upbeat and purposeful community of learners where young people are taught to take pride in themselves and develop into individuals who embrace their disability and recognise their many gifts and talents.



OUR APPROACH TO TEACHING AND LEARNING WITHIN A SEND ENVIRONMENT

At Belvue School, we use the acronym ASPIRE to summarise our philosophy of education:



A

ACADEMIC EXCELLENCE

S

SUPPORT, NURTURE AND THERAPEUTIC CARE

P

PERSONALISED PATHWAYS

I

INDEPENDENCE, LIFE AND WORK SKILLS

R

RESPECT FOR ALL

E

ENRICHMENT AND CELEBRATION



“

**EXPOSURE TO LEARNING AND
KNOWLEDGE SHOULD NEVER
BE LIMITED BY DISABILITY**

”



OUR APPROACH

Belvue School is home to 231 pupils across Key Stage 3 – 5, across three Key Stages in 22 class groups. This expansion is expected to continue over the next two years to a projected total of 240 commissioned places for young people in the borough. The school is organised across two sites, with Year 7 pupils occupying a self-contained unit on the smaller site that offers a stepping stone from the safety of a primary school to the complexity and demands of a secondary school with a defined curriculum. The smaller site allows the school to provide a secure base with a nurturing environment that promotes wellbeing and a sense of safety during this transition. Post 16 students provide the catering on that site as part of their work-related learning curriculum and this provides a positive link between the main school and its satellite.

Each class has a teacher supported by one or two teaching assistants. Pupil numbers in each group vary between 6 and 14 depending on the complexity of pupils needs. The groups are ability set within a Key Stage, with Year 7 pupils ability set within the year group. The school is organised in this way to ensure that teaching staff can maximise opportunities for differentiation.

The curriculum at Belvue is unique and customised for our learners. We believe that our young people deserve to experience a range of learning that provokes curiosity and inspires a sense of wonder at the surrounding world; that exposure to learning and knowledge should never be limited by disability. Subject leaders endeavour to design a

curriculum that is dynamic, creative and responsive to the needs of young people as they progress through the school. We aim for a balance between the most relevant aspects of the national curriculum and our commitment to ensuring that our young people are enthused and excited by what they learn. Preparation for Adulthood Outcomes informs each young person's learning journey.

Teaching and learning across the school is underpinned by the standards of the Teach First programme and there is a constant striving for improvement. The core curriculum of Mathematics, English and Personal and Social, Health Education is normally taught by the class teacher whilst the full range of curriculum subjects is taught by specialist teachers. These include Art, Music, Drama, Science, PE and all the technologies.

Assessment for learning is integral to our approach and is recorded using the Earwig platform. To support pupils in assessing their own learning, they have access to a learning journey for all subjects taught.

In line with national guidance the school adopts a multi-disciplinary approach to learning. Staff work collaboratively with a range of other professionals, including Educational Physiologist, Speech and Language therapists and a psychologist to support individualised pathways. Individual therapy programmes, including behaviour support, are delivered within lessons wherever possible to enhance the learning process.

At Belvue all young people belong to a Vertical Tutor Group, they meet twice a day – in the morning and afternoon. We believe that vertical tutoring is underpinned by the relationships within the group which helps to develop young people's emotional literacy and a growing sense of group loyalty promotes moral and social development. As a school we believe that this is not something that can be taught but, rather, something that should be nurtured and enabled in a variety of immersive ways. We believe that emotional and social skills are not taught but ultimately 'caught' from adults through attuned, creative and mindful relationships acted out within a supportive and positive environment where all adults are skilled in managing and recognising their own emotions and moods.

We believe that continued emotional engagement promotes neural plasticity. Relationships and the power of connection are, therefore, central to vertical tutoring – not the teaching of relationships as a topic but the forming of relationships. Neuroscientists have found that, in the presence of a 'good enough' other – for example a teaching assistant, mentor or tutor – new and more sophisticated neural pathways can be formed in a child's developing brain and new patterns of relating and behaving can emerge.

Vertical tutors, therefore, attune to the emotional needs of their tutees to establish meaningful relationships. The ability of the tutor to emotionally mirror and read their tutees helps learners to recognise their own feelings and emotions. At Belvue, we believe that the provision of merely physical and intellectual care will not foster the firing of neurons which occurs when connections in the brain change in response to experiences.

As reflective SEND practitioners, all our staff are experienced in the development of emotional wellbeing and participate in ongoing and extensive training and development programmes. Skills and knowledge are further honed through interactions with our young people who teach us new things every day. Staff at Belvue know that it is a privilege to work with such an extraordinary group of young people.



WHAT'S GREAT ABOUT WORKING AT BELVUE SCHOOL?



A **vertical tutor system** that puts emotional wellbeing at the very heart of our philosophy



Excellent **CPD opportunities** for all staff at all levels of their careers



A **stable staff team** with exceptionally low turnover



Supportive **employee assistance programme** for all



A **diverse** and multicultural staff team



PPA for all teaching staff exceeds the national expectations



Staff wellbeing and **workload balance** is fundamental to our approach



A brand **new state of the art building** with an abundance of technology and an award winning woodland pavilion



An **extensive support team** of highly skilled and experienced professionals.

DEPUTY HEAD

JOB DESCRIPTION

POST TITLE: Deputy Head

SCALE: Leadership scale

REPORT TO: Headteacher & Governing Body

MAIN PURPOSE OF JOB

Communicating the school's vision compellingly and, under the overall direction of the Headteacher, play a lead role in:

- Formulating the aims and objectives of the school.
- Establishing policies for achieving these aims and objectives.
- Managing staff and resources to that end.
- Monitoring progress towards the achievement of the school's aims and objectives.

Take full responsibility for the school in the absence of the Headteacher.

Take responsibility for Child Protection by being the designated safeguarding lead and leading a Safeguarding team of DSL's for the school and take responsibility for designated teacher for LAC pupils.

The Deputy Headteacher will also have a timetabled teaching commitment of 20% complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Headteacher.

SPECIFIC DUTIES:

Under the direction of the Headteacher, the Deputy Headteacher will:

1. Shape the future

- In partnership with the headteacher and governors establish and implement an ambitious vision and ethos for the future of the school.
- Play a strategic role in the school improvement and school self-evaluation planning process.
- Devise, implement and monitor action plans and other policy developments.
- Lead by example to motivate and work with others.
- In partnership with the Headteacher, lead by example when implementing and managing change initiatives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.
- Develop and maintain good relations with Local Authority, utilising its support and resources including Ealing Learning Partnerships and attend Network meetings.

2. Lead Teaching and Learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.

- Lead the development and review of all aspects of the curriculum including planning, reporting, assessment for learning and the development of a creative and differentiated curriculum for all pupils.
- Work in partnership with the Headteacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented.
- With the Headteacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning throughout the school, including lesson observations, learning walks and work scrutiny, to ensure consistency and quality.
- Develop, review systems to ensure robust evaluation of school performance, using Earwig and other performance data, and actions to secure improvements comparable to appropriate national benchmarking data and other national standards where appropriate.

3. School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life – Preparation for Adulthood.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy and work with the multi-professional team within the school to develop individual behaviour plans for pupils as appropriate.

4. Additional and special educational needs and disabilities

- Have ambitious expectations for all pupils with SEN and disabilities.
- Ensure the school fulfils the statutory duties regarding the [SEND Code of Practice](#).
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.

5. Organisational management

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Monitoring the overall welfare and attendance of pupils.
- Undertake the role of Designated Safeguarding Lead and monitor concerns raised via 'My Concern' and respond in a timely manner to ensure effective intervention.
- To implement all aspects of safeguarding and ensure the training of the team is up-to-date.
- To understand school finances, the budget and its impact on future school development.
- Ensure rigorous approaches to identifying, managing and mitigating risk at all levels of the organisation including finance.
- Identify problems and barriers to whole effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure school improvement strategies are effectively implemented.
- Ensure effective use of the school budget and resources and ensure compliance with all aspects of the schools financial policies.

6. Staff management and professional development

- Participate as required in the selection and appointment of teaching and support staff including overseeing the work of supply staff in the school in the absence of the Headteacher.
- Organise and support the induction of staff new to the school and those being trained within the school.
- To develop all staff professionally through annual performance management and regular coaching and evidence based professional feedback.
- Work with the Headteacher to lead the development and delivery of training and support for staff in response to the changing educational landscape, the school development plan and the outcomes from teacher's performance management.
- Manage staff well with due attention to workload.
- Ensure staff have access to appropriate, high-standard professional development opportunities.
- To develop effective working relationships within all levels of the organisation.
- To contribute to the preparation of the school timetable.
- Keep up-to-date with developments in education, Leadership and the field of SEND.
- Seek training and continuing professional development to meet own needs.

7. Governance, accountability and working in partnership

- To participate fully in the Senior Leadership Team of the school to support and develop a strategic and visionary future for the school.
- Work with the governing body as appropriate.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate.
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability and undertake investigations as required.
- Promote the positive involvement of parents and carers in school life.
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
- Develop and maintain contact with specialist support services as appropriate.

8. Other areas of responsibility

- To implement Preparation for Adulthood across all areas of learning for young people in the school.
- Work with the Headteacher in developing the policies and practice which promote inclusion, equality and the extended services the school offers.

PERSON SPECIFICATION

THE FORMAL SPECIFICATION AND YOUR APPLICATION

This document outlines the key skills and experience we are looking for. The selection panel will assess each candidate against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

Please ensure when completing your application that you address only the relevant criteria as indicated in the application form columns below. As appropriate your responses should include your role, the actions, and decisions you took and the outcome or impact of your involvement.

The supporting statement should be no longer than three A4 pages long and a font size no less than Arial 11 point or equivalent. Please do not include a CV as they are not accepted.

Qualifications and Training	Essential/Desirable	Application form	Assessment stage
Qualified Teacher Status.	E	X	
Honours Degree	E	X	
Master's Degree.	D	X	
SEND Qualification.	D	X	

Experience	Essential/Desirable	Application form	Assessment stage
Recent experience of working successfully as a senior leader in a school supporting SEN pupils.	E	X	X
Evidence of major whole school responsibility and experience of turning policy into effective and successful practice within SEN setting.	E	X	X
Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school.	E	X	X
Teaching experience – 5 years minimum including significant experience with SEN pupils.	E	X	X
Involvement in school self-evaluation and development planning.	D		X
Demonstrable experience of successful line management and staff development.	E	X	X
Experience in working collaboratively with a multi-disciplinary team (e.g. SaLT, OT, Educational Psychologist) and have the ability to communicate effectively with a range of stake holders.	E	X	X

Skills and Knowledge	Essential/Desirable	Application form	Assessment stage
Understanding of high-quality teaching and learning strategies for SEN pupils, and the ability to model this to support others to improve.	E	X	X
Understanding of school finances, budgeting and financial planning.	D		X
Robust knowledge of statutory regulations and guidance relating to SEN including being DSL.	E		X
Effective communication and interpersonal skills and ability to be an innovative thinker.	E	X	X
Ability to communicate a vision and inspire others.	E		X
Ability to build effective working relationships and support and develop colleagues through a robust Performance Management cycle and assess/monitor their progress rigorously.	E	X	X
Ability to give effective ongoing feedback to colleagues to challenge and advance good practice and develop individual staff through coaching and mentoring	E		X
Knowledge and understanding of the National Curriculum and its applications for secondary pupils with moderate and severe learning difficulties.	D		X
The ability to manage student's behaviour effectively while collaborating with professionals to implement strategies to support pupils SEN needs and develop staff skills in inclusive behaviour management.	E	X	X
The ability to set robust targets for students and assess/monitor progress appropriate for their ability.	E		X
The ability to maintain accurate records and data for the school.	E		X
The ability to think strategically.	D	X	X
The ability to produce professional reports and communicate effectively to a wide range of audiences.	E		X
The ability to think creatively and develop strong and consistent practice in the school to enhance all aspects of learning.	E	X	

Skills and Knowledge (cont.)	Essential/Desirable	Application form	Assessment stage
Ability to think critically based on sound evidence (data) to challenge and develop all aspects of professional practice within the school.	E	X	X
Knowledge and understanding of the SEN Code of Practice and Keeping Children Safe in Education agenda and the impact of these on the policies and practices within the school.	E	X	X
The ability to motivate in challenging and stressful circumstances.	E		X
To understand the importance of Health and Safety and be proactive in ensuring the safety of all young people within the team.	D		X
The ability to analysis data and use the information to inform school self-evaluation and strategic development.	D		X
The ability to deal successfully with tackling difficult situations to ensure positive conflict resolution and problem solving.	E	X	

Demonstrate a Commitment to:	Essential/Desirable	Application form	Assessment stage
Getting the best outcomes for all pupils.	E		X
Promoting the ethos and values of the school.	E		X
Maintaining a high quality, stimulating learning environment.	E	X	
Equalities and ensuring that personal beliefs are not expressed in ways that exploit the position.	E		X
Relating positively to and showing respect for all members of the school and wider community.	E		X
Ongoing relevant professional self-development.	E		X
Commitment to safeguarding and child protection	E		X

Personal Qualities	Essential/Desirable	Application form	Assessment stage
Ability to work under pressure and prioritise effectively.	E		X
The willingness to seek, receive and grow from professional feedback.	E		X
High level of emotional intelligence and the ability to manage challenging situations with sensitivity and professionalism.	E		X
The ability to be patient and empathetic towards young people who often experience life as a challenge.	E		X
The ability to critically reflect on practice and the commitment to continuously improve own knowledge of learning, emotional well-being and people management.	E		X
To be flexible in all aspects of school life.	E		X
To have the ability to build trust and social capital within the organisation.	E		X
To be a courageous leader who is also committed to empowering others and distributive leadership.	E		X



HOW TO APPLY

You can find out more about working at Belvue School at:

- www.belvueschool.com/join-the-team
- www.tes.com

All applications must complete an application form and once completed send email to victoriaom@belvue.ealing.sch.uk please note CV's will not be accepted.

OUR LOCATION

Based in the London borough of Ealing in West London, we are easily accessible from the A40 and a short walk from Northolt underground station.

BY CAR

Belvue School and Belvue Year 7 are easily accessible by road, being just a 5 minute drive from the A40 (Western Avenue).

BY TRAIN

Northolt underground station is in Zone 5 on the central line, which is a 10 minute walk from the school and a 15 minute walk from the college.

GETTING TO BELVUE SCHOOL

BELVUE SCHOOL

Rowdell Road
Northolt UB5 6AG
Email: admin@belvue.ealing.sch.uk
Tel: 0208 845 5766

BELVUE YEAR 7 AT KEN ACOCK

Carr Road
Northolt UB5 4RE
Email: admin@belvue.ealing.sch.uk
Tel: 0208 422 0372

