



**EXECUTIVE HEADTEACHER    APPLICATION PACK**

## Welcome from the Co-Chairs of the Governing Board

Thank you for your interest in becoming the Federation's new Executive Headteacher. Both schools are situated in a vibrant part of North Westminster with diverse and multicultural populations.

We are keen to build on the strengths of the Federation and the progress that has been made towards achieving our vision of providing outstanding provision for our pupils and providing high quality inclusion support to mainstream schools in Westminster and Kensington & Chelsea. We have an exciting new "satellite" provision opening in September 2022 and are actively looking at expanding partnerships.

The Federation has a good reputation and both schools are oversubscribed. We receive glowing feedback from parents of the children attending the schools. Mainstream schools in Westminster and Kensington and Chelsea have a very high regard for our Bi-Borough Inclusion Service which provides advice and support across the two boroughs.

The Federation is thriving and the pupils progress well. There is a committed and talented team of staff in both schools and in the Bi-Borough Service Inclusion Service. We have a strong and dynamic Federation governing board that is ambitious and passionate about the provision we offer. Governors play a full part in the life of the Federation. They work in collaboration with staff for the benefit of pupils, families and the community.

It is an exciting time to join the Federation for the next phase of our development to become even better. We are seeking an experienced, successful, inspirational and visionary Executive Headteacher who has motivation and determination to succeed. Crucially you will share our values and vision and are excited about the prospect of leading our team.

We very much look forward to receiving an application from you by the deadline of 5pm Tuesday 10<sup>th</sup> May 2022.

Yours sincerely

**David Dyer and June Simson**  
**Co-Chairs of the Federation Governing Board**

## Federation Overview

We are a federated group of two Westminster maintained special schools, Queen Elizabeth II Jubilee School (Ofsted graded “Good” May 2017) and College Park (Ofsted graded “Good” May 2017), as well as the Bi-Borough Inclusion Service, staffed by a team of specialist advisory teachers and SEN professionals.

The Federation was created in January 2012, between the two special schools. Our Bi-Borough Inclusion Service offers training, advice and consultancy to mainstream schools in Westminster and Kensington and Chelsea, both within the mainstream setting and at our Training Centre. We also have Kennet West Skills Centre which is located on the same site at Queen Elizabeth II Jubilee School. The provision at the skills centre is managed and delivered by Westminster Kingsway College as an extension of the college providing places for students with complex learning needs. The co-location of this provision provides a unique opportunity to work closely with the college so that students are provided with a supported pathway into further education with an appropriate curriculum that meets their needs. The skills centre has students from the Federation, Westminster and neighbouring boroughs. We are about to open a new “satellite” provision in a local mainstream primary school offering additional capacity for College Park School.

The Federation provides high quality specialist provision for children and young people aged 4 – 19+, as well as providing unique opportunities for professional development to a wide range of interested parties.

We are passionate about ensuring all our children and young people receive the best opportunities we can provide. All have their own personal learning programmes set within a needs-led, integrated curriculum. By using a primary model of delivery, our class-based staff are able to really get to know the pupils and their families, enabling us to work effectively in partnership to support their learning needs.

Both of the schools are based in modern buildings. Being located in Westminster provides our pupils with a wealth of opportunities to experience and learn a range of life skills within busy communities. It also supports our SMSC curriculum by enabling access to a richness of cultures and diversity. All our staff are dedicated to ensuring the best for all pupils they work with and recognise that the Federation will offer pupils and themselves new opportunities to develop skills, experience and knowledge. As a Federation we are committed to:

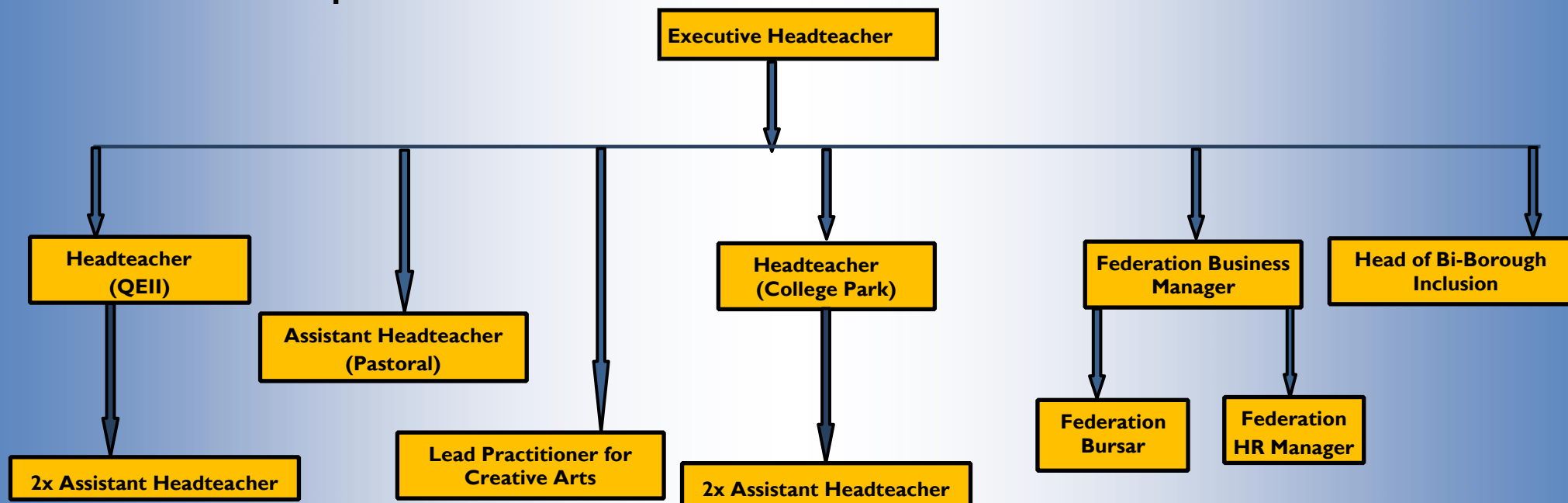
- Valuing the contribution of all, building confidence and self-belief.
- Providing a creative, integrated and holistic approach to supporting pupils in developing their knowledge and understanding of the world.
- Creating a culture of continuous improvement.
- Preparing young people for their future role in adult life with successful transitions.
- Working in partnerships with parents and other professionals both within and beyond the school, including increased involvement with the wider local community.
- Safeguarding and promoting the welfare of the pupils that we work with.
- Moving forward together, ensuring pupils, their families and Federation staff achieve the best they can with the opportunities and support available.

## KEY FACTS

	College Park	QEII	Bi-borough Inclusion Service
Age range	4 - 19	4 - 19	N/A
L.A	Westminster	Westminster	Westminster
Number on roll	103	73	-
Gender distribution on roll	<ul style="list-style-type: none"> <li>☐ 22 girls</li> <li>☐ 81 boys</li> </ul>	<ul style="list-style-type: none"> <li>☐ 35 girls</li> <li>☐ 38 boys</li> </ul>	-
Breakdown of pupils with EAL	<ul style="list-style-type: none"> <li>☐ EAL: 61 pupils (58%)</li> <li>☐ Non EAL: 44 pupils (42%)</li> </ul>	<ul style="list-style-type: none"> <li>☐ EAL: 50 pupils (70%)</li> <li>☐ Non EAL: 21 pupils (30%)</li> </ul>	
Pupil premium	62 pupils (60%)	41 pupils (56%)	-
Attendance for the current academic year to date	88.8% (figure impacted by Covid)	88.46% (figure impacted by Covid)	-
Attendance for previous years	<ul style="list-style-type: none"> <li>☐ 2019-2020 - 92.21%</li> <li>☐ 2018-2019 - 92.06%</li> </ul>	<ul style="list-style-type: none"> <li>☐ 2019-2020 - 86.62%</li> <li>☐ 2018-2019 - 87.51%</li> </ul>	-
Number of Teaching Staff	12	10	37 (Multi-disciplinary teams)
Number of Teaching Assistants/HLTA	37	37	-
Number of Business Support Staff (Including site staff)	5	5	1
Pastoral Team	3	-	-

\* The above does not include Management as outlined in the Leadership Structure

## Federation Leadership Team Structure



### **Governance** consists of:

A federation governing board with two Co-Chairs of Governors

Two committees

- Pupils and Learning
- Planning and Organisation

There are twelve governors consisting of:

Two parent governors,

One staff governor,

One LA governor,

Seven co-opted governors and

Executive Headteacher

## WHAT WE ARE LOOKING FOR

### 1.0 FTE Job Outline

**Salary Range: Leadership Scale L33-39 (Inner London)**

**Responsible to: Federation Governing Board and the Local Authority**

**Responsible for:** The Executive Headteacher is directly responsible for the Federation's Leadership Team (FLT) and line manages the two Federation Headteachers, the Head of the Bi-Borough Inclusion Service and the Federation Business Manager. In addition line manages the Federation Assistant Headteacher Pastoral and Safeguarding (Lead DSL for the Federation)

**Main Purpose: The Executive Headteacher will:**

- Provide outstanding strategic leadership by developing and articulating the vision, values and ethos of the Federation of Westminster Special Schools (FWSS) and inspire and empower others in achieving them.
- Create a culture of continuous improvement through inspirational leadership, being committed to the highest achievement in all areas of the Federation's work.
- Lead by example to foster an open, transparent and equitable culture and promote the rights, needs and aspirations of all pupils with SEND and their families.
- Ensure high quality special educational provision by working with the Federation Headteachers and holding them to account for the continuous improvement in standards with particular reference to assessment processes, curriculum, teaching and learning, pupil progress and strengthening each school's specialist expertise.
- Ensure high quality BI-borough (Westminster and Kensington and Chelsea) inclusion support for mainstream schools
- Ensure that the Federation, schools and service development plans are robust and identify opportunities for Federation development and expansion
- The Executive Headteacher carries out duties in line with the conditions of employment as set out in the current School Teachers' Pay and Conditions document, the National Standards of Excellence for Headteachers and the policies and procedures of the Governing Board.

## Key Duties and Responsibilities

**It is acknowledged that some duties and responsibilities will be delegated to others while the Executive Headteacher maintains overall responsibility**

### Strategic Leadership

Work with the Federation's Governing Board, the Federation's Leadership Team (FLT), the Local Authority (LA), and other partners to continue to develop a strategic view for the Federation, analyse plans for its future needs and further develop the Federation within the local, national and international context.

To develop and promote a clear culture of high aspiration where pupils and staff are supported, challenged and encouraged to achieve their highest potential; ensuring that this is communicated with and understood by all stakeholders.

- To inspire and build a positive and inclusive culture within the Federation, demonstrating and embedding the shared values and principles and promoting equality and diversity.
- To create networks and identify opportunities for the Federation schools to collaborate with each other and with other special schools locally and regionally to build effective extended learning communities.
- To work with the Governing Board to develop and promote the Federation's vision, priorities and strategies for achievement and long term success.
- To support the FLT to plan effectively to translate the strategy into operational objectives which are understood by all and promote and sustain school and service improvement.
- To determine and communicate strategic targets and key performance indicators for the Federation schools and Bi-Borough Inclusion Service also review and evaluate against these on a regular basis.
- To engage proactively with the special school peer review network using this as one of the tools to evaluate both school and Federation performance.
- To ensure that the development plans produced by the Federation Headteachers, the Head of the Bi-Borough Inclusion Service and the Federation Business Manager support the vision and principles of the Federation and identify appropriate priorities for improvement in the context of overall resource planning.
- To engage positively with and support the FLT and other leaders within the Federation to share and promote best practice and to support and challenge each other.
- To create a climate where colleagues are empowered to achieve success through appropriate delegation of responsibility and accountability in a supportive environment.

### Leading Teaching and Learning

Work with the FLT and Governing Board to promote, secure and sustain high quality teaching and learning across both schools. Monitor and evaluate the quality and impact of teaching standards on pupils' achievement and set targets for improvement.

- To work with the Federation Headteachers to lead, design, implement and review the curriculum for their schools to ensure that this inspires and engages all pupils and makes learning relevant for every child and ensures their success.
- To ensure a consistent and continuous Federation focus on pupil assessment and achievement that tracks individual pupil progress using agreed frameworks, prioritising progress towards achieving Education, Health and Care Plans outcomes.
- To set high expectations and challenging targets for each area of the Federation's work. In conjunction with the Federation Headteachers analyse teacher assessments across the Federation, identify any patterns or trends and take action to drive forward improvements in achievement and standards across the schools.
- To provide dynamic and strategic direction and leadership for teaching and learning across the Federation and to ensure that high quality teaching enables the individual learning needs of pupils are met.
- To ensure that achievement is recognised and rewarded in every individual in each of the schools.

- To develop, implement and review effective strategies for a positive approach to behaviour and attendance management, ensuring that these are understood and implemented by staff.
- To support and challenge the Federation Headteachers to ensure that arrangements are in place to monitor, evaluate and review classroom practice and promote improvement strategies, aiming for outstanding standards in teaching and learning.
- To develop a strong sense of community within the Federation by fostering high expectations, raising aspirations and developing self-confidence.
- To implement effective pastoral care systems to maximise positive pupil mental health and wellbeing and personal development.
- To ensure that pupils are involved in a constructive way in decision making processes within the Federation and develop policies and practices that recognise pupils as partners in the learning process.
- To ensure that continuous improvement in learning and teaching sits at the heart of all decisions.

### **Leading and Managing Staff**

Lead, support and challenge the Federation Leadership Team to secure continuous improvement across the schools. and the Bi-Borough Inclusion Service

- To ensure the development and maintenance of effective strategies and procedures for staff induction, professional development and performance review.
- To provide inspiration and strong strategic leadership to the respective schools and Bi-Borough Inclusion Service leadership teams.
- To build leadership capacity throughout the Federation by encouraging, supporting and actively seeking out development opportunities to ensure effective succession planning.
- To identify underperformance at the earliest opportunity and ensure that this is swiftly addressed by the FLT, providing support and/or intervention where appropriate.
- To lead the appraisal process for the FLT, making sure that targets and objectives focus on the development of the individual as well as the improvement of teaching and learning to enable pupils to progress.
- To ensure that the appraisal process for all other staff is carried out under the direction of the FLT for their respective schools and services, evaluating and quality assuring the appraisal system across the Federation and challenging any aspect of this where appropriate.
- To encourage and support the professional development of staff within the Federation, working with the FLT to identify appropriate development opportunities.
- To manage and take responsibility for own professional development and actively engage with and seek out relevant development opportunities.
- To identify and develop opportunities for joint training, peer coaching, the sharing of good practice and professional dialogue in a climate of trust.

### **Efficient and Effective Deployment of Staff and Resources**

To lead support and challenge the FLT in order that people and other resources are deployed efficiently and effectively to meet specific objectives in line with the Federation's strategic plans and financial resources.

- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievement, ensure efficiency and secure value for money.
- Support and advise the Governing Board on appropriate priorities for expenditure, allocation of funds and effective administration and control.
- Make arrangements, in collaboration and consultation with the FLT, for the maintenance, security and effective supervision of the school buildings, the contents and grounds, ensuring that they meet the needs of the curriculum and health and safety regulations.
- Work with the Governing Board and FLT to recruit and retain staff of the highest quality and ensure that all recruitment activities support school objectives and adhere to the equal opportunities and safer recruitment policies of the school and other relevant legislation.
- Ensure that both schools are safe places to work and to learn and that all Health and Safety requirements are fully adhered to, both on and off site.



## **Accountability**

Be accountable to the Governing Board and stakeholders for finance and resource management across the Federation, the quality, efficiency and effectiveness of the Federation schools and services. Holding the Federation Headteachers, the Head of the Bi-Borough Inclusion Service and the Federation Business Manager to account for the standards, quality of school provision and federation services including sound financial management and the deployment of resources. Continue to develop processes in which all governors and staff recognise that they are accountable for the success of the Federation.

- Present a coherent and accurate account of every aspect of the Federation's performance (Schools, Bi-Borough Inclusion Service, Business Support) in a form appropriate to a range of audiences including families, governors, the LA, OFSTED, and others to enable them to play their part effectively.
- Ensure that families and pupils are kept well informed about the curriculum, pupils' achievement and about the contribution they can make in supporting their child's learning and achieving the respective school's targets for improvement.
- Provide information, objective advice and support to the Governing Board to enable it to meet its statutory responsibilities, including GDPR.
- Carry out any such duties as may be reasonably required by the Governing Board.

## **Strengthening our Community**

Engage with the whole Federation community and lead the Federation Leadership Team to collaborate with other schools to share expertise and bring positive benefits to the Federation.

Build a culture and curriculum which takes account of the richness and diversity of the Federation and its communities.

- Create and promote strategies for challenging prejudice and harassment against disability and all other designated groups.
- Ensure learning experiences for pupils are linked with and integrated into the wider community as well as supporting the acceptance of modern British values.
- Ensure learning is enhanced by a range of community-based learning experiences and visitors.
- Work collaboratively with the Governing Board, FLT and other Federation staff to strengthen and develop the role and impact of the Federation across both schools and within Westminster and the Bi-Borough.
- Work in partnership with other agencies to provide for the academic, spiritual, moral, social and cultural understanding of learners and their families. Seek opportunities to invite families, community figures, businesses and other organisations into the school to enhance and enrich the school and its value to the wider community.
- Support the development of extended services for children with SEND across Westminster and the Bi-Borough and work closely with all agencies that work with our pupils from other local authorities.

## **Safeguarding Children and Safer Recruitment**

The Federation is committed to safeguarding and promoting the welfare of children and young people as required by the Education Act 2002 and taking account of "Working Together to Safeguard Children" and "Keeping Children Safe in Education". The Federation expects all staff and volunteers to share this commitment.

- Ensure that the policies and procedures adopted by the Governing Board are fully implemented across the Federation and adhered to by staff.
- Co-operate and work with relevant agencies to protect children and young people at all times.
- Ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings.
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with whistleblowing practices.

## PERSON SPECIFICATION

<b>A.</b>	<b>Qualifications</b>	<b>Essential / Desirable</b>
A1	Qualified teacher status	<b>E</b>
A2	Graduate level qualification	<b>E</b>
A3	National Professional Qualification for Headship (NPQH) OR Commitment to undertake NPQH/NPQEL	<b>D</b>
A4	Evidence of recent and relevant CPD in special education,	<b>E</b>
A5	Advanced qualification in special education or further study relevant to headship	<b>D</b>
<b>B.</b>	<b>Professional experience</b>	<b>Essential / Desirable</b>
B1	Recent successful and substantial experience of headship in a good/outstanding special school	<b>E</b>
B2	Experience of supporting another Headteacher for example NLE	<b>D</b>
B3	Successful experience of working effectively with the wider school community and external partners to support pupils' learning, personal development and mental health and well-being.	<b>E</b>
B4	Successful experience of working effectively with governors and knowledge of the role of the Governing Board.	<b>E</b>
B5	Substantial experience of ensuring that all relevant systems, processes and training are in place to ensure that statutory safeguarding requirements are met.	<b>E</b>
B6	Experience of working in a culturally and ethnically diverse school and supporting vulnerable pupils and families using a multi-agency approach.	<b>E</b>

## PERSON SPECIFICATION CONTINUED

C.	Qualities and knowledge	Essential / Desirable
C1	Detailed understanding of current educational developments and statutory requirements, with specific reference to pupils attending the Federation Schools	E
C2	Thorough knowledge and understanding of excellent curriculum provision for pupils attending Federation Schools and the role of assessment in pupils' learning.	D
C3	Thorough knowledge and understanding of effective teaching and learning for pupils attending the Federation schools and the ability to promote high expectations for pupil outcomes.	D
C4	Thorough knowledge and understanding of how to interpret and use data effectively to track and monitor progress and to demonstrate impact of actions.	E
C5	A thorough understanding of the SEND Code of Practice and its implications for the Federation, pupils and families.	E
D.	Professional skills	Essential / Desirable
D1	To lead by example to provide a clear strategic vision and direction for the Federation, in collaboration with the Governing Board and the Federation's Leadership Team.	E
D2	To lead, support and challenge Federation Leadership Team to ensure high quality provision and services	E
D3	To formulate aims, policies and plans through appropriate consultation and collaboration and to monitor, evaluate and review their impact.	E
D4	To lead Federation-wide improvement initiatives that have a positive impact on the quality of teaching, learning, pupil achievement and overall service delivery.	E
D5	To identify professional development needs of all staff through performance appraisal and assessment and to promote this through appropriate CPD and support.	D
D6	To demonstrate sound financial and resource management to ensure that Federation resources are used effectively.	E
D7	To lead and collaborate with other schools and agencies through partnerships and learning networks.	D
D8	To promote a highly positive ethos based on Federation values.	D
D9	Experience and understanding of effective safeguarding policy, procedures and practice to enable the postholder to ensure effective safeguarding arrangements across the Federation	E

## HOW TO APPLY

Before applying we would strongly urge you to visit both schools and have a discussion with the Head of the Bi-Borough Inclusion Service  
To ARRANGE A VISIT - please contact

**College Park School**  
**Garway Road**  
**London**  
**W2 4PH**  
**E-mail: [c.shepherd@qe2cp.westminster.sch.uk](mailto:c.shepherd@qe2cp.westminster.sch.uk)**

**Queen Elizabeth II School**  
**Kennet Road**  
**London**  
**W9 3LG**  
**E-mail: [p.murphy01@qe2cp.westminster.sch.uk](mailto:p.murphy01@qe2cp.westminster.sch.uk)**

**Bi-Borough Inclusion Service**  
**Based at Queen Elizabeth II School**  
**E-mail: [a.selwyn@qe2cp.westminster.sch.uk](mailto:a.selwyn@qe2cp.westminster.sch.uk)**

If you have any queries or would like general information about the Federation: [j.simson@qe2cp.westminster.sch.uk](mailto:j.simson@qe2cp.westminster.sch.uk)

Please complete the application form and send it to: [j.simson@qe2cp.westminster.sch.uk](mailto:j.simson@qe2cp.westminster.sch.uk)

<b>Application Closing Date</b>	5pm on Tuesday 10th May 2022
<b>Shortlisting</b>	13th May 2022
<b>Interview Dates</b>	Tuesday 17 <sup>th</sup> May 2022

Start Date September 2022