



Appointment of Head Teacher, Mill School Bury

Candidate Information, April 2023

Reference: SBITA

Saxton Bampfylde

01 INTRODUCTION

The Kedleston Group

Kedleston Group owns and operates a group of schools and homes for children with a range of special educational needs. The group's vision is to become the most respected provider of specialist schooling in the country. It is committed to achieving this by investing in its people, practices and infrastructure.

Vision

Every provision we operate will be recognised as 'outstanding' in every way. We will never be the biggest, but we will lead, and others will follow.

Mission Statement

Our mission is to develop confident and capable young people by meeting their educational, health and social care needs in structured, nurturing school and home provisions. We work in partnership with young people, their families and carers and other stakeholders to achieve outcomes which make a difference.

Values

- We put quality at the heart of everything we do and have a culture of 'high expectations' for all our children.
- What we do is important and we work hard to get the best results for all our children.
- Our children have rights, opinions and goals and we work with them as individuals.
- Safeguarding/Child Protection is one of our key priorities. We strive to ensure all our children are kept safe.
- We work in partnership with all stakeholders.
- We invest in our people & premises.
- We are honest, fair and ethical in everything we do.
- We accept responsibility for our actions.



02 THE SCHOOL




Kedleston Group is now looking to appoint a Head Teacher to Mill School Bury. Opened in 2020, this is a specialist school which supports 66 children and young people from ages 7-17 who may have social, emotional or mental health challenges (SEMH) and those with an autism spectrum condition (ASC).

The School has been designed to best support children's mental health and well-being and to provide a state-of-the-art learning environment. The School is set in its own extensive grounds including areas for horticultural therapy and a forest school, as well as a combination of rebound, multi-sensory and immersive reality therapy spaces.

The focus is on maximising every individual's potential to develop into a confident, resilient, critical thinker and skilled child who will make a positive contribution to society and live as independent a life as possible. The aim is to help the children develop a tool kit of coping strategies to leave school with.

Mill School Bury enables children to reach their full potential and achieve their own personal success, and to have the knowledge, accreditations and confidence to do that. The School is ambitious for its young people and is creative in developing curriculums for them, and alongside them, which help them achieve their goals and has invested in the resources and the facilities to allow them to do so.

-  **Bury**
-  **Autism and associated needs.**
-  **School for ages 7 -17**
-  **Ofsted Rated Good**

Our schools and homes

We have 17 schools and children's homes across England, 13 of which were developed as new, bespoke provisions.



03 THE CURRICULUM

The Mill School Bury curriculum is created alongside each child to meet their individual needs.

The aim of the curriculum is to give children and young people the skills they need to thrive outside of school and give them the qualifications and experiences they will need to achieve their ambitions and goals. This may include attending college to study further, to take up an apprenticeship or other training or to go straight into a job.

When a young person joins Mill School Bury they may have been out of education for some time. Encouraging and motivating a young person to engage with learning is one of the key roles of the curriculum.

English, Maths and Science are at the heart of the curriculum and it is the school's aim to ensure that each child leaves with a qualification at Foundation Studies or GCSE level in each of the STEM subjects. The curriculum will also broadly follow the subjects offered by the National Curriculum and those which are sought after by employers, colleges and others expect and which give the children a key grounding in functional literacy, numeracy and science skills.

The school also encourages and enables character education and recognises that some people engage best with vocational subjects and activities rather than purely academic ones.

Everyone at Mill School Bury has access to the academic and character curriculums which, when combined create a rich and broad curriculum that can lead to accredited courses and qualifications which are appropriate to both ability levels and personal aspirations.

All of this is underpinned by A Quiet Place, a mental health and well-being curriculum that helps meet the needs of the vulnerable learners, their families and staff well-being that we use at Mill School Bury.



04 VISION & VALUES

Our vision is to provide a purpose-built, state of the art school which offers a safe learning environment for children with autism spectrum condition or other challenges such as ADHD, dyslexia, dyspraxia, dyscalculia and attachment disorder. These children will thrive, supported by our bespoke approach to teaching and learning.

- We meet the individual needs for children, parents and their Local Authorities by placing the most disadvantaged child at the heart of all decisions and understand what everyone's needs and expectations are.
- We listen to children's life experiences and design a holistic package that will enable children to develop self help skills and become resilient, confident and responsible citizens in society with interests.
- We assess children's educational journey and use the baseline assessment to identify the right flight paths. Teaching is based around interests, so that interest lead learning can inspire children to achieve.
- We take an early years assessment approach to never miss opportunities to remove barriers in learning, enabling children to see instant achievements and inspiring our children, so that they remain motivated.
- We will keep children safe in education and teach children about the dangers and how to keep themselves safe.
- Our staff have been employed because they are dedicated, motivated, highly skilled, insightful, reflective, successful, calm and enabling practitioners that will allow each child and their families to know they are the centre of what matters at Mill School Bury.

LGBTQ+ Statement of Intent

Kedleston are committed to creating an affirming, nurturing environment for all young people in our care, including those who identify as LGBTQ+. We actively support the rights of all LGBTQ+ pupils, parents and staff to be safe and to be treated fairly and respectfully. We will provide access to information and services to allow them to develop an understanding of their own identity, culture, and context.



“Motivating Individuals for Learning and Life...”

05 THE ROLE

PURPOSE OF POST

- To lead Mill School Bury in all areas of education and learning to ensure all children placed at the school achieve their maximum potential.
- To ensure, by means of visionary, inspired leadership and management, the School delivers on its Vision and Mission.
- To structure, organise and develop a team of professionals who are committed to delivering the School's Vision ensuring the highest possible outcomes for all its children.
- To ensure the School complies with and exceeds all regulatory requirements.

Reporting to: Regional Director.

Working with: Kedleston Group Executive and Corporate Support Teams, colleagues employed in the School, other Head Teachers, wider corporate team.



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KEY RESPONSIBILITIES

- To ensure consistent, high-quality education is delivered to all children at the School so they are enabled to grow spiritually, morally, intellectually, physically and socially.
- To ensure effective behaviour management strategies are adhered to so a rich learning environment exists for all children.
- To provide equality of opportunity by encouraging, developing and challenging the abilities, skills and interests of each pupil, recognising and valuing their differences
- To encourage each child to participate with confidence and enthusiasm and develop a sense of self respect, independence, responsibility and fun.
- To value the contribution of parents and carers and to encourage them to be involved in their child's education and development in partnership with the School.
- To foster mutual respect for each other and to understand and respect the faith, race and culture of others.
- To ensure the quality of learning experiences for all our children is best in class and that the School demonstrates substantial pupil progress on both academic and non-academic levels.
- To instil a culture of best practice in the school where everyone is working to achieve a common goal which is clearly understood by all.
- To ensure a working environment within which employees are motivated and empowered to achieve in all they do for our children.

LEADERSHIP & STIMULATING A POSITIVE ETHOS

- To ensure that the staff team understand the School's Vision and Mission with every individual member of the team feeling they have a role to play in delivering them.
- To work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- To demonstrate distinctive vision and values in everyday work and practice and at all times to act as a 'role model'.
- To motivate and work with all stakeholders to create a shared culture, ethos and positive climate.
- To encourage creativity, innovation, and the use of appropriate new technologies in the pursuit of excellence.



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- To inspire good working relationships and effective communication among staff to ensure the School delivers to the highest standards.
- To ensure that strategic planning takes account of the diversity, values and experience of the school and local and wider community.
- To maintain a highly visible presence throughout the School ensuring continuous interaction with children and staff.
- To work with the commercial team to ensure that strong relationships are developed with Local Authorities that will generate confidence in the school and lead to referrals and placements.
- To be responsible for ensuring that the school consistently meets and exceeds budget expectations.

MANAGING, TEACHING & LEARNING

- To ensure a consistent and continuous school-wide focus on children's achievements, using data and benchmarks to monitor progress in every child's learning.
- To ensure that learning is at the centre of strategic planning and resource management.
- To develop creative, responsive and effective approaches to learning and teaching.
- To ensure a culture and ethos of challenge and support where all children can achieve success and become engaged in their own learning.
- To demonstrate and articulate high expectations, and to set challenging targets for the whole school community.
- To implement strategies which secure high standards of behaviour and attendance within the school.
- To encourage the developing use of new and emerging technologies to enhance and extend the learning experience of pupils.
- To monitor, evaluate and review classroom practice and to promote improvement strategies.
- To challenge underperformance at all levels and to ensure effective, corrective action and follow-up.



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- In conjunction with the School Leadership Team, devise and implement a diverse, flexible and creative curriculum for the School taking into account children's experience, interests, aptitudes and needs as well as implementing an effective assessment framework.
- To monitor, evaluate and support teaching staff to ensure that standards of teaching and learning throughout the School are as a minimum 'good' and ideally 'outstanding' whilst also ensuring that each child's progress is consistent and of a high standard.

STAFF DEVELOPMENT & TRAINING

- In conjunction with Kedleston Group HR & Training Team colleagues, develop and maintain effective and rigorous strategies and procedures for staff induction, professional development and performance review/supervision.
- Develop an ethos which encourages and nurtures collaboration, innovation, individual and team creativity, and a culture of high expectations for all.
- To ensure relevant training (statutory and non-statutory) is undertaken by all education staff and contribute to ensuring the highest levels of training are maintained at all times.
- To develop and maintain a culture of high expectations, for self and others, and to take appropriate action when performance is unsatisfactory.
- To treat people fairly, with both dignity and respect, so as to create and maintain a positive school culture.

SCHOOL MANAGEMENT

- In conjunction with the Kedleston Executive and Management Team, work to formulate the School Visions, Aims, Objectives and policies and then translate the Vision into agreed objectives and operational plans.
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- To produce, and implement, clear evidence-based improvement plans and policies for the development of the school and its facilities.

- To ensure that, within your own school context, policies and practices take account of national and local circumstances, policies and initiatives.
- To manage the School's financial and human resources effectively and efficiently, in order to achieve the school's educational goals and priorities.
- To recruit, retain and deploy staff appropriately, and to manage their workload, so as to achieve the vision and goals of the school.
- To manage and organise the School environment efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety regulations.
- To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed, to improve the quality of education for all pupils, and provide value for money.
- To use and integrate a range of technologies, effectively and efficiently, to manage the School.
- To develop effective communication and teambuilding strategies that ensure the education team work consistently as a team.

ACCOUNTABILITY

- Account for the efficiency and effectiveness of the School to the Executive Directors and the Kedleston Management Team.
- Develop and nurture a School Ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through robust performance management.
- Ensure that the financial and infrastructure resources of the School are effective, properly maintained, managed and reported.
- To develop and present a coherent, understandable and accurate account of the school's performance through robust governance reporting in accordance with the Kedleston Group policies and procedures. This to recognise all internal and external stakeholders, such as the Kedleston Board of Directors, parents, carers and Local Authorities

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STRENGTHENING COMMUNITY

- Collaborate with parents, carers, Local Authorities and other agencies to ensure the School meets the wider needs of its pupils and the local community.
- Ensure regular communication occurs with parents and carers on pupil performance. Ensure the School works in partnership with them to maximise individual potential and where problems are identified, ensure the School works towards resolution.
- Work proactively to maintain effective relationships with the immediate neighbours and wider community promoting and representing the School positively.
- Seek opportunities to invite parents and carers, community figures, business or other organisations into the School to enhance and enrich the School and its value to the wider community.
- Create and promote positive strategies for challenging racial and other prejudice.

SAFEGUARDING

- Act as Designated Safeguarding Lead (DSL) or Designated Safeguarding Person (DSP) in accordance with current legislation, regulations and statutory guidance, as summarised in the School/ Kedleston Group Child Protection Policy.
- Monitor the consistent development and delivery of policy and operational practice across the school, ensuring the safety, health and welfare of staff and young people is always to the fore.
- Work proactively with the relevant agencies in dealing with all Safeguarding issues to ensure the School's children are protected to the highest standards.



10 PERSON SPECIFICATION

Qualifications and training:

- Qualified teacher status
- Degree
- National professional qualification for headship (NPQH)
- Qualification in SEND education (desirable)

Experience:

- Substantial, demonstrable leadership and management experience in a SEN school
- Substantial teaching experience with children with autism spectrum condition and associated social, emotional and mental health needs
- Involvement in school self-evaluation and development planning
- Demonstrable experience of successful line management and staff development
- Experience of working with therapeutic teams and developing a relevant curriculum
- Experience of successfully leading schools through Ofsted inspections

Skills and knowledge:

- Data analysis skills, and the ability to use data to set targets and identify weaknesses
- Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve
- Commercial acumen and understanding of school finances and financial management
- Effective communication and interpersonal skills
- Ability to communicate a vision and inspire others
- Ability to build effective working relationships with a wide and varied range of stakeholders
- Detailed knowledge and understanding of the Independent School Standards and Ofsted inspection framework

Personal qualities:

- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Ability to work under pressure and prioritise effectively
- Resilience
- Passion for improving standards of education and care for children and young people with ASC and associated SEMH needs
- Commitment to maintaining and protecting confidentiality at all times
- Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position



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HOW TO APPLY

Saxton Bampfylde Ltd is acting as an employment agency advisor to Kedleston Group on this appointment.

Candidates should apply for this role through our website at www.saxbam.com/appointments using code SBITA. Click on the 'apply' button and follow the instructions to complete the application form and the online equal opportunities monitoring form. The form will not be shared with anyone involved in assessing your application. Please complete as part of the application process.

The closing date for applications is noon on **Wednesday 3rd May 2023**.

Interviews with the Kedleston Group will be held on either 9th or 12th May.

TERMS OF APPOINTMENT

The salary for the role will be competitive and commensurate with the successful candidate's level of expertise. The package will also include a discretionary bonus scheme, an enhanced pension scheme, a programme of CPD and development days, as well as other optional taxable benefits.

This post is subject to an enhanced DBS with children's barred list check. The successful candidate will be required to provide references and to complete a criminal self-declaration form. We are an equal opportunities employer welcoming applications from all sections of the community. Should you wish to discuss accessibility or any reasonable adjustments you may require, please don't hesitate to contact us – we will be more than happy to help with any queries.

KCSIE online checks

In line with the latest KCSIE guidance, Saxton Bampfylde will conduct a search of online records that are publicly available on shortlisted candidates. These checks are used only to meet the intended purpose of the KCSIE's recommendation in relation to whether an applicant is suitable to work with children and young people. All data will be held in line with data protection regulations.

GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your application form (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.



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