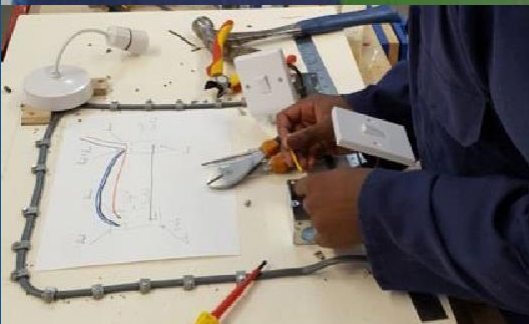




Headteacher Candidate Pack



Belmont Park School

101 Leyton Green Road,
London, E10 6DB

Tel: 0208 556 0006

www.belmontparkschool.com



From our Chair of Governors

This is an exciting opportunity to lead a small Social Emotional and Mental Health (SEMH) Special school and see your vision unfold as part of a community. The Board of Governors are looking for a dynamic and creative headteacher to lead our dedicated and enthusiastic staff, who can drive the school to outstanding, while retaining the school's warmth and celebration of children's special educational needs.

Our young people are looking for a headteacher who is visible, approachable and genuinely cares about their wellbeing. They want someone who believes in their potential, sets high aspirations for their personal and academic growth, and supports them regardless of their background or any challenges they face. Achieving this requires a hands-on headteacher able to lead by example and to relate to a diverse student and staff community, as well someone able to see the opportunities to maximise the use of our outstanding facilities to create innovative learning experiences tailored to individual needs.

As governors, we know how far the school has come, but also have a clear sense of what we want to achieve in the future. So, we are looking for a leader who can deliver great outcomes for students by helping the school to fulfill its potential and secure its position as a regional centre of top-quality provision for students with significant SEMH needs and associated challenges. We measure progress on a holistic basis: supporting the staff to deliver excellent lessons and interventions with a focus on learning and achievement, but also looking beyond the test and understanding that, on difficult days, Belmont is as much a place of refuge as it is of learning. Indeed, these are often inseparable.

Our school currently serves the needs of up to 87 young people with varied life experiences and backgrounds, many of whom have overcome adversity and it is our mission to help them engage with education through caring relationships that build trust and create a safe, supportive environment for students and staff. These young people need everyone in their school to believe in them and to nurture them through the range of barriers impacting their current engagement and potential outcomes.



**Dream,
Believe,
Achieve**

From our Chair of Governors

If you are driven, passionate about supporting young people, excited by leading through change, while working with a small, dedicated staff team and a committed diverse governing body, we would love to receive your application.

We are looking for an outstanding practitioner and leader who has:

- Proven outstanding classroom practice.
- A good track record of achievement in SEMH and SEND.
- Commitment to the promotion of high standards and aspirations in teaching and learning
- Good understanding of SEMH and neurodivergence needs, including identifying strengths as well as challenges.
- An understanding of different learning pathways and learning styles.
- An understanding of National Curriculum subject knowledge, and how to adapt it for SEN.
- Senior leadership experience at a mainstream or special school, and proven ability to lead, inspire and motivate.
- Evidence of further professional study, e.g. NPQH, and good leadership skills.
- A detailed understanding of safeguarding and the ability to put it into practice in a systematic and rigorous way.
- The ability to lead with empathy and understanding, recognising the unique challenges our students face and that every behaviour is a need trying to be met.
- Ambition for what the school can achieve: developing the evidence base to track student progress and attainment, while supporting staff in their professional development to take on new challenges and opportunities.

Yours sincerely,

Jon Reades
Chair of Governors





About Belmont Park

Belmont Park School is a special school for students with Social, Emotional and Mental Health (SEMH) needs.

We serve the needs of 87 students, taking pupils from Yr 6 and in some instances to Yr 13.

The majority of our students have an Educational, Health & Care Plan (EHCP) for SEMH and some are in the process of undergoing assessment.

Some students have an EHC Plan for moderate learning difficulties as well as for SEMH needs. Other students have EHC Plans that refer to neurodivergent needs.

Sometimes students have very high-level EHC Plans that require a dedicated learning support assistant with them at all times.

Most of our students come from Waltham Forest and the remainder from other London Boroughs.

We work closely with the Local Authority and with a wide range of other partners. Partnership working is very important to us.

Our recent Year 11 results reflect a broad range of achievements, particularly in vocational areas such as BTEC Music, Sports, and City & Guilds Construction. While there is room for growth in core subjects like Maths, English, and Science, we've seen notable successes this year – including a grade 6 in Art and a grade 5 in English language. These results reflect the resilience of our students, and through a whole-school approach that prioritises raising aspirations and providing tailored support, we are well-positioned to work towards enhancing outcomes and empowering our young people to realise their full potential.

The school has a fully functioning catering kitchen and a fully resourced construction facility. The school is a bright, attractive building that provides a welcoming environment for our students and staff.

In a recent ungraded Ofsted inspection, we retained our good status. We are due a full graded inspection within the next 12-18 months.

www.belmontparkschool.com



Headteacher Job Description



Position: Headteacher

Reporting to: The Governing Body

Main Purpose: To provide the professional leadership for Belmont Park School that secures its continuing success, ensuring high quality education for all of its students and excellent standards of learning and achievement.

Main Tasks

Shaping the Future:

- Provide inspiring, purposeful and principled leadership for the staff and students.
- Work in partnership with the governing body, staff and parents nurturing the ethos and values that underpin the school.
- Develop and implement improvement plans based on an unflinching self-evaluation to secure continuous school improvement.
- Develop and implement innovative and alternative curriculum designs for pupils with SEMH needs.
- Monitor and evaluate the performance of the school in relation to challenging benchmarks and respond and report to the governing body so that their responsibilities can be met to the highest standard.
- Ensure that systems of management, finances, organisation and administration of the school support its vision and aims and that they are applied consistently and to a very high standard.
- Ensure that school policies and practices take account of national, local and school requirements and are kept under routine review.
- Ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets that secure the educational success of the school.

Headteacher Job Description



Leading Learning and Teaching:

- Maintain an environment that promotes and secures great teaching, effective learning, high standards and progress and good behaviour.
- Determine, organise, implement, and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- Ensure that pupils develop the skills of literacy, numeracy and communication necessary to learn effectively and with increasing independence.
- Determine, organise and implement a policy for the spiritual, moral, social and cultural development of students.
- Monitor and evaluate the quality of teaching and learning and standards of achievement of all students in the school through appropriate methods.
- Determine and implement policies which promote:
 - a) Positive strategies for maintaining harmonious relationships in the school's diverse community and dealing with racial and other types of incidents that contravene the school's policies about equality.
 - b) Equality of opportunity, access and outcomes.

Determine and implement policies which promote:

- Positive strategies for maintaining harmonious relationships in the school's diverse community and dealing with racial and other types of incidents that contravene the school's policies about equality.
- Equality of opportunity, access and outcomes.
- Positive strategies and programmes that ensure good student behaviour and discipline and give support and clear guidance on exclusions ensuring that they are at a minimum.
- Bring a focus on developing progressive pedagogy working alongside our School Leadership Team to develop research-led curriculum developments.
- Develop and maintain effective links with the local and wider community including business and industry, to extend the curriculum and to enhance teaching and learning.
- Continue to maintain an effective partnership with parents and the wider community to support and improve students' achievement and personal development including their attendance and punctuality.
- Promote extra curricular activities and the extended curriculum to promote creativity and enjoyment.

Headteacher Job Description



Developing Self and Working with Others

Leading and managing staff

- Ensure that the climate of relationships in school is characterised by mutual respect and fairness that allows all to flourish and give of their best.
- Ensure that the provision of innovative and creative professional development is a priority in school, building a collaborative learning culture including in partnership with other schools.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment and with a work life balance.
- Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- Promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service for Teachers and those for other staff, including those of headteacher.
- Participate in the arrangements made in accordance with the regulations for performance management and all arrangements for pay.
- Ensure that a deputy headteacher or suitable person assumes responsibility for the discharge of the headteacher's function at any time when absent from school.
- Continue the development of good working relationships and trust with governors, staff, students, parents/carers and the community.

Headteacher Job Description



Managing the Organisation

Efficient and effective deployment of staff and resources

- Work with governors and senior colleagues to recruit and retain staff of the highest quality.
- Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
- Set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
- Take a strong lead on the development of the fabric of the school in particular any significant external investment of funds.
- Have a strong focus on income maximisation, utilising the school site outside of normal school hours to generate additional income for the school.

Headteacher Job Description



Strengthening Community

Accountability

- Continue to develop an organisation in which all the staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the local authority, the local community, OFSTED, staff and students and any others to enable them to play their part effectively.
- Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and thus achieving the school's targets for improvement.
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Carry out any such duties as may be reasonably required by the Governing Body.

Safeguarding Children and Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment

The Headteacher will ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable designated persons and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.



Person Specification

Qualifications	Essential	Desirable
Qualified teacher status	•	
Degree or equivalent qualification	•	
NPQH		•
Recent and relevant leadership and management development (past three years)	•	
Leadership Experience		
Senior leadership experience in either a primary or secondary school	•	
Senior leadership experience in leading an SEMH setting, special school or pupil referral unit/alternative provision		•
Experience of whole school management, including a school budget		•
Curriculum and Behaviour		
Track record of developing and delivering high-quality teaching across a setting and a deep understanding of how children, young people and adults learn.	•	
Excellent understanding of support and intervention strategies that successfully focus on meeting pupils' needs, overcoming barriers and closing the gap	•	
In-depth knowledge and understanding of the wider educational agenda at national level as it might impact on the school, including funding for special educational needs		•
Deep understanding of the issues that impact on student behaviour and thus their learning and of how to secure students' success	•	
Evidence of developing innovative approaches to teaching academic and functional skills to a diverse student body		•
Track record of sustained improvement in pupil performance	•	
Knowledge and understanding of systems to support and monitor success of student interventions		•
A detailed understanding of safeguarding and the ability to put it into practice in a systematic and rigorous way	•	

person specification continued on next page



Strategy and Management		
Evidence of strategic thinking and impactful development initiatives in a school or setting		•
Evidence of ability to provide clear, strong, caring and innovative leadership for all staff	•	
Evidence of capacity to sustain high morale and respectful relationships as well as rigorous performance management	•	
Evidence of ability to develop leadership capacity and support professional development and engagement across staff body		•
Attitudes		
A demonstrable vision and passion for a small school for students with SEMH needs	•	
High expectations of staff, pupils, and governors in achieving success	•	
A commitment to 'leading from the front', modelling the school's ethos and values for staff and students	•	
A focus on delivering an ambitious vision within a principled, collaborative ethos	•	
A total commitment to ensuring the school remains at the heart of the local community	•	
A commitment to working with neighbouring schools	•	
Knowledge and understanding of the range of partnerships involved in working with the school and a commitment to working with them	•	



How to Apply

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact **schoolsHR.Helpdesk@walthamforest.gov.uk**

Visits to the school are warmly welcomed and encouraged. Please email schoolsHR.Helpdesk@walthamforest.gov.uk to arrange.

Closing date: Monday 7th October 2024, midday

Shortlisting: Wednesday 9th October 2024

Interview dates: Wednesday 16th and Thursday 17th October 2024

Belmont Park is committed to safeguarding and promoting the welfare of children and young people and expects all those working our school to share this commitment.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and the current conditions of employment in the School Teachers' Pay and Conditions as they relate to headteachers.

