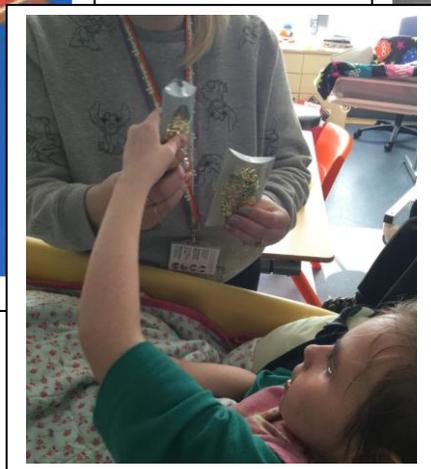
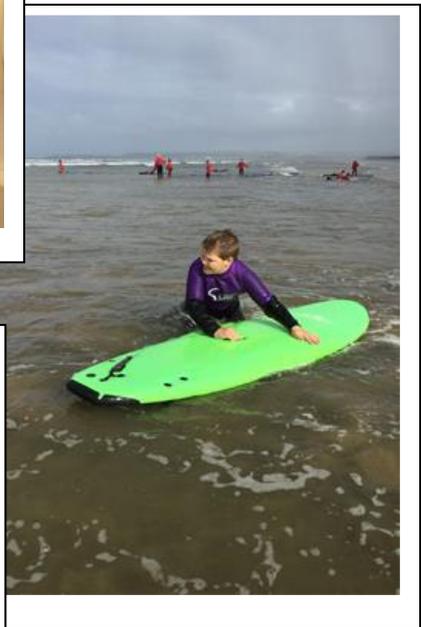




DEPUTY HEADTEACHER

Learning, Teaching & Curriculum



ADVERT



PATHFIELD SCHOOL, Abbey Road Barnstaple EX31 3JU phone 01271 342423

<http://www.pathfield.devon.sch.uk/wp-pathfield/>

DEPUTY HEADTEACHER – Learning, Teaching and Curriculum

Pathfield is a vibrant Special School covering a wide catchment area in rural Devon. Our pupils are children and young people aged 3-19 years with severe, profound and complex needs including autism. Our numbers have just been increased to 186 including 16 places in a secondary age discrete SEMH unit – Pathways. The school increased its estate to include an off-site Unit for Pathways, just a 10 minute walk from the main site. The main site is currently in the process of having 2 additional classrooms constructed for our rising numbers of Foundation Stage children.

Due to our increase in pupil numbers, we are seeking an enthusiastic Deputy Head whose primary responsibilities will be:

- To ensure that teaching is ambitious, structured and sequenced
- To ensure that the curriculum is broad and rich and reflects the diverse needs of all our learners helping them to prepare for life in modern Britain
- To ensure that EHCPs are embedded into personalised learning
- To ensure outdoor learning, understanding the local environment, adventurous activity and creative activities enrich the learning of all pupils
- To co-ordinate and line-manage a team of subject / area specialists and play a vital role in our journey to an overall outstanding school.
- To support local schools through outreach, and the transitions of pupils to Pathfield
- To further develop effective links with parents
- To cascade information from Ofsted to all relevant staff

You will need to be calm and flexible, an excellent team player and committed to supportively encouraging excellence.

The ability to see an overall long term picture and be able to work within this to motivate teams to achieve it is key to this role.

Ofsted has consistently rated Pathfield as a good school with areas of outstanding provision.

You will need to be committed to the safeguarding of our pupils which encompasses all their complex health and welfare needs.

You will need to be confident in fluent English in order to interact with staff, pupils with a wide range of communication needs, parents, and other Stakeholders.

Salary range from Point 12-17 depending on experience

DATES

Closing date for applications **10am on MONDAY 1st MARCH 2021**

Applications to be sent to Jackie Hamill School Business Manager at: jhamill@pathfield.devon.sch.uk

Informal Visits You are very welcome to visit Pathfield School, following the most recent Covid guidelines. Please book a visit by emailing Roz Dunn PA to SLT at: rdunn@pathfield.devon.sch.uk

Interviews will take place on **MONDAY 22nd MARCH 2021**

COMBINED LETTER from CHAIR OF GOVERNORS and HEADTEACHER

Dear Applicant

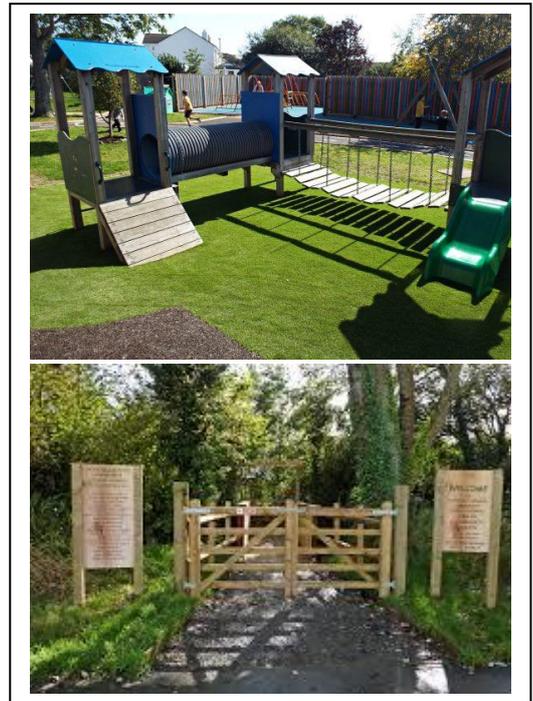
Thank you for exploring the possibilities of becoming the new Deputy Headteacher for Pathfield School. The Governors and Head Teacher all hope that the information in this pack will help you to understand why we are so proud of our staff and pupils and encourage you to apply to join our wonderful school.

As from September 2020 our agreed numbers rose to 186 pupils. The rise reflects the growing number of small children in North Devon who need specialist education provision and also includes a growing discrete provision for 16 secondary age pupils with SEMH needs.

The Pathways Discovery Centre for these learners aged 11-16 who have high anxiety and social, emotional and mental health need is just a ten minute walk from the main site, and is where they will follow programmes leading to Foundation Level qualifications, life skills and for some, GCSE qualifications in English and Maths.

We are in the process of building a 2 classroom extension to our Lower School, opening onto the new playground which was built last year and which provides exciting outdoor play and learning opportunities.

We are keen that all learning in school helps our pupils develop skills for life, and this ethos is reflected differently from class to class, due to the diversity in ability and need of our children and young people. In normal circumstances (without Covid restrictions) we try to ensure that everyone is given opportunities to express themselves through creative activities and also has the opportunity to develop through the challenges in a variety of adventurous activities.



Pathfield aims to provide an exciting and ambitious curriculum for all our very diverse cohort of learners. The successful applicant will work closely with subject leads and departmental leads to ensure that the intent and implementation of this curriculum meets not only the needs of, but also provides challenge for all our pupils.

We have a wide range of facilities in a multi-sensory environment including access to: our hydrotherapy pool, music therapy, our therapy support base, medical clinics and two school nurses, a school council, and on-site post 16 provision including work experience opportunities.

We are fortunate too, to have a Forest School which is just a short walk along a tarmac foot path and this large space allows us to creatively use the outdoors.

The school is close to Barnstaple Town Centre and (again in non-Covid circumstances) we make use of the facilities in the town in many ways including running cafes in the town library and in a local church, and providing a "sandwich run" for workers in the town. We are also lucky that the area close to school has some lovely rural walks, and the children enjoy taking the school's P.A.T. dog on adventures.

Adventure does not stop in the immediate locality though, we make the most of North Devon's wonderful land and seascape including taking a team of older pupils to take part in the Ten Tors Challenge on Dartmoor.



Our school is very close to both Pilton Bluecoat Junior School and Pilton Community College (Secondary) and we all benefit greatly from some shared activities. It is lovely to see the enthusiasm of the “Buddy Readers” who come in weekly to enjoy books with our pupils.

Pathfield is part of the SENTient Trust which is a co-operative trust including all the local Authority Special Schools in Devon. This provides a forum to both share ideas and best practice and also support at a time when budgets are tight and change is a constant companion.

Governors and the Headteacher would prefer to have applications from experienced school leaders who have worked in a special school, and are familiar with EHCP’s. Our website will give you an insight into the school, but if you have questions for which you cannot find the answer please contact either rmitchell@pathfield.devon.sch.uk or sallman@pathfield.sch.devon.sch.uk

We are looking forward to receiving your application

Yours faithfully

Rosemary Mitchell

Chair of Governors

Stuart Allman

Headteacher

Overview of Ofsted –

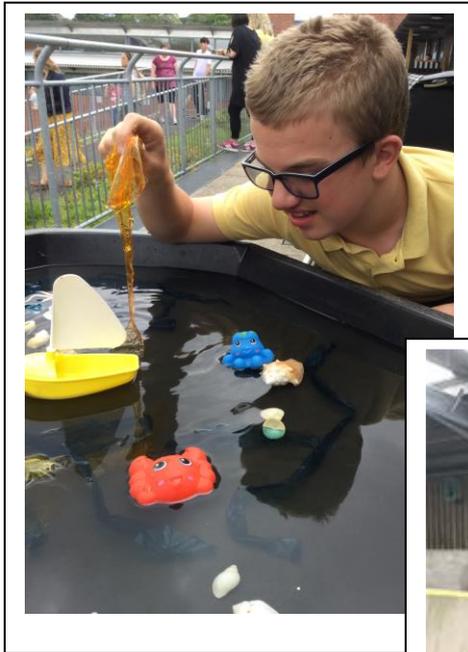
For the past 9 years, Pathfield School has consistently been rated as good with areas which are outstanding. We were last inspected in March 2019 in the middle of a restructuring programme and were assessed as good in all areas and outstanding in personal development, behaviour and welfare.

An extract from this report: This is a good school

- ❖ Since the last inspection, leaders have made bold and difficult decisions to ensure that the school maintains a good quality of education.
- ❖ Significant changes to the leadership team and organisation of staff have led to some roles being unclear.
- ❖ As a result, some planned improvements have not moved forward at the pace leaders would like. For example, partnership work across the two sixth-form sites remains at an early stage.
- ❖ Subject leaders are yet to fully define their responsibilities to ensure that planned changes, including the teaching of reading, are implemented effectively.
- ❖ Throughout this recent unsettled time, staff continue to put pupils first and to promote high expectations for them. They invest time in working with parents and carers, alongside a range of agencies, to secure the best possible conditions for learning.
- ❖ The curriculum is designed effectively around pupils’ needs. Adaptations to learning are made effectively to ensure that pupils make good progress towards their personal goals and aspirations.
- ❖ Teachers gather evidence and use assessment well to plot pupils’ improvements and to target their next steps. Most teaching is effective, as learning is relevant to pupils’ precise needs.
- ❖ Routines in the early years classes support children to settle and meet high expectations. Activities are carefully chosen to extend and deepen understanding. However, the space and the learning resources outside do not support good learning experiences for children.

- ❖ Sixth-form students and their families are supported effectively to prepare for their future lives. As a result, students leave school with well-thought-out and strongly supported pathways for their futures.
- ❖ Pupils' personal development, behaviour and welfare is outstanding. Staff support pupils to attend well, communicate well and behave appropriately.
- ❖ Positive relationships and well-organised environments enable pupils to feel, and to be, safe and secure in school.

Full report: <https://files.ofsted.gov.uk/v1/file/50074635>



SENTient Trust – Pathfield is a member of a Co-operative Trust known as the SENTient Trust. This includes all the Devon County Council maintained special schools who work together to “safeguard children; share good practice; facilitate high quality peer support and ensure that schools are self improving; represent and advocate on behalf of our children, young people and families”.

Inspiring Interaction – Curriculum Intent

Our aim is that every child will enjoy school and develop a love of learning, taking risks and achieving beyond our high expectations for them.

The four bases of our curriculum are **Communication, Independence, Community and Wellbeing**. Our focus upon these leads to a curriculum which teaches purposeful and lifelong knowledge and skills; enabling inspiring Interaction in all that we do.



Community

Our curriculum aims to develop students to challenge and drive change in the community. They will learn through the magnificent richness of experiences North Devon offers, enabling them to feel valued contributors and leaders in future local, national and international life.



Wellbeing

Our curriculum fosters resilience, self-esteem and promotes good mental health, preparing pupils to make positive choices whilst staying safe within their community and the environment. We are determined to nurture pupils to grow their knowledge and skills to establish happy, healthy relationships with peers, family and the wider community, thereby empowering them to confidently present the best of themselves to the world.



Independence

It is essential we educate our children for the life they aspire to lead - for safety, wellbeing and the ability to inform their own choices in life.

This will be achieved by providing opportunities from the Early Years to Post 16 in developing effective communication, physical development of skills and providing problem solving challenges.

Communication

Our curriculum is designed to give pupils a confident voice to improve the quality of every part of their life. This means being listened to, heard and understood in whatever form a pupil chooses to communicate. We recognise that communication is fundamental in creating a human connection and the tool for unlocking the wider world.

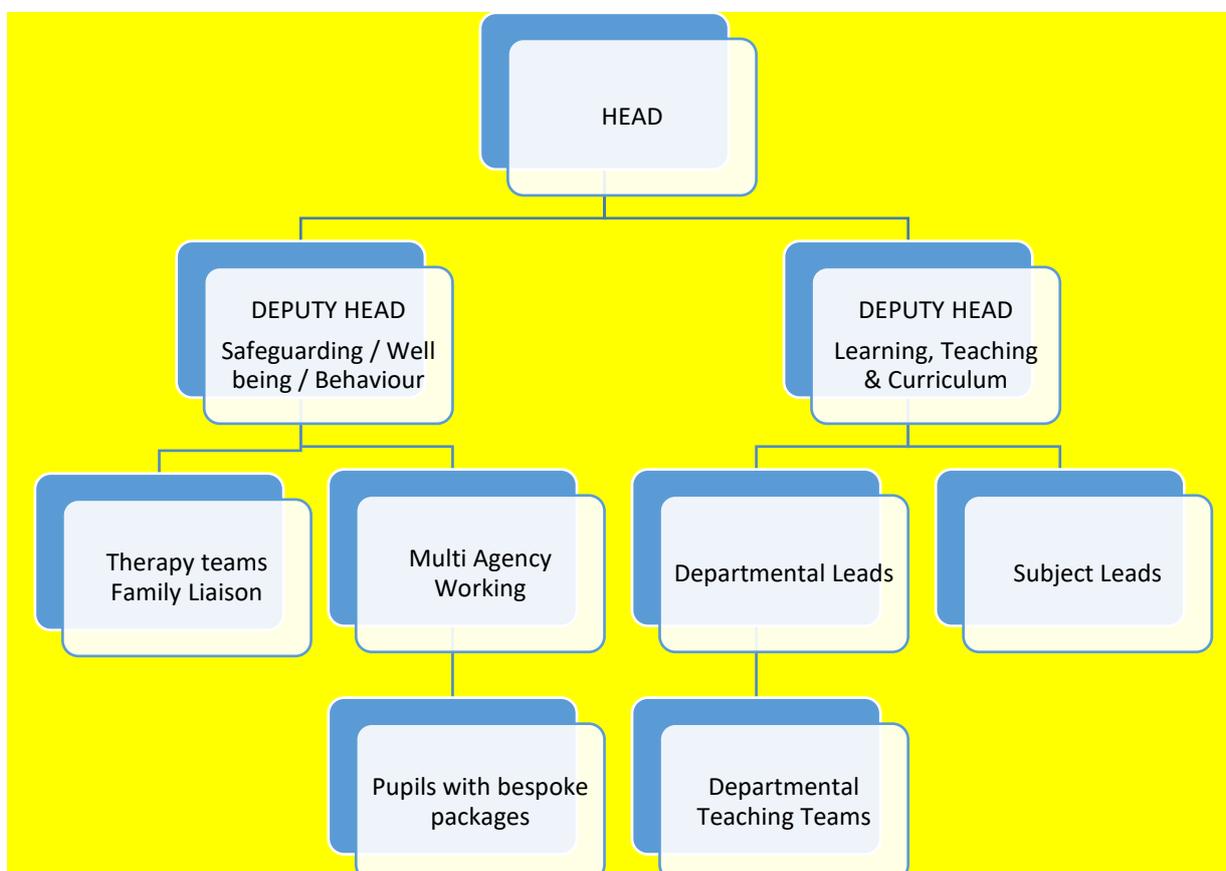


Staff

We have a team of wonderful, enthusiastic and dedicated staff, who maximise opportunities for learning for our pupils which include

- ✚ a dedicated catering team who meet all the dietary requirements of the children
- ✚ a team of therapists and assistants who work closely with teaching staff to embed therapy needs into classroom activities
- ✚ a Family Liaison worker and EHCP Reviewers who effectively bridge the gap between school and home
- ✚ an excellent team of teachers, subject / departmental leads and teaching assistants (including grade B, C, D and HLTA)
- ✚ a conscientious and thorough premises team who ensure our environment is a great place to be
- ✚ a willing, supportive and effective admin team
- ✚ a newly formed Senior Leadership Team

SIMPLIFIED STAFFING STRUCTURE (Education only)



Governing Board –

We are a very varied and active Board of Governors who are passionate about the Pathfield School community. Governors have recently reverted to a sub-committee model of Governance in order to enable Governors to continue their role more easily in a Covid safe way. Their skill sets range from Child Protection, Business Management, Education & Training, Nursing and Health Visiting, Social Care, Estates Management, Risk Assessment and ICT.



School Improvement Plan Summary

1. Curriculum Development	
Development of the curriculum to reflect the needs of the pupils and provide clear progression, developing learning and resilience, whilst promoting health and well-being.	
A. Teaching of Phonics and Reading	B. Implement the new Sex Education programme into the curriculum across the Key Stages.
Organise and develop a wide range of experiences for children to access word building experiences.	To ensure the curriculum in Key Stage 5 challenges all pupils and enables every learner to engage in shaping their future.
Reading and communicating for the future.	Personalised learning and development across Post 16 provision that is equitable. (Refer to Post 16 planning document.)
	Increase the amount of age appropriate opportunities for shared activities in Key Stage 5 across all three classes.
	Careers advice and guidance firmly embedded across the school.

2. Assessment
Improved tracking of pupil progress across the school, through five key areas of development.
Developing Robust challenge to staff to embed effective assessment processes and provide evidence of progress.

3. Environment

School environment meets the needs of all pupils, including hearing impaired, sight impaired and ASC.

Organise a stimulating learning environment that offers a rich, varied, imaginative and appropriately demanding experiences where resources are appropriate for the developmental needs of the individual children.

4. Staff Development

Professional collaboration between teachers and teaching assistants, creating a positive learning environment where high quality lessons are presented.

All staff are confident and competent when identifying behaviours and their meaning, or importance to the child.

The development of middle leadership Team. Clear roles and responsibilities shared with staff to ensure clarity around areas of responsibility.

5. Attendance

Improved attendance across the school.

TIMETABLE: February – March 2021

Informal Visits You are very welcome to visit Pathfield School, following the most recent Covid guidelines.

Please liaise with school to book a safe visit (if permitted) by emailing Roz Dunn PA to SLT at; rdunn@pathfield.devon.sch.uk

Monday 8th February 2021	Advert goes live on TES on line and Devon Jobs
Monday 1st March 2021	10am . Closing date for applications
Monday 1st March 2021	Shortlisting at 11am
Wednesday 17th March 2021	3pm Presentation / Discussion notes to be emailed to rdunn@pathfield.devon.sch.uk
Monday 22nd March 2021	Interview activities and formal INTERVIEWS
September 2021	<i>Planned start date</i>

DEPUTY HEAD TEACHER Learning, Teaching and Curriculum – Person Specification

Salary	Point 12-17	Governors are seeking to appoint a new Deputy Headteacher for September 2021 to join the Senior Leadership team of this diverse and expanding school
Local Authority	Devon	
Trust	SENTient Trust	

Education and Qualifications		
	essential	desirable
Qualified teacher status	/	
Degree or equivalent	/	
NPQH		/

Financial and data management - evidence of:		
For assessment and data analysis	/	
Effectively managing a devolved budget and resources	/	
Effective strategic planning	/	
Managing and interpreting statistical data	/	
Use of assessment and analysis in raising standards	/	

People management and leadership – evidence of		
Effective people management, making the most of staff talent and being a “developer of people”	/	
Successfully leading, motivating and developing staff as well as challenging poor performance and supporting colleagues as required	/	
Proven effective leadership of a significant sized team	/	

Experience of middle or senior management in a Special School		
Working closely in an open way with governors, and staff of all levels, being mindful of their wellbeing.	/	
Developing and maintain positive relationships with colleagues, governors, parents, pupils , the local authority, and the wider community	/	
Motivating staff to motivate children	/	
Working positively with the school development process	/	
Holding high standards and expectations and encouraging excellent standards of working amongst colleagues	/	
Supporting the further developments of emotional resilience - with staff, students and parents	/	
Understanding the complexities of, and managing people in a way which results in a working “whole school ethos”.	/	
Celebrating achievement and success for all	/	
Leading and sustaining initiatives for school improvement	/	
Effectively managing a team	/	

EXPERIENCE – Children with Special Educational Needs – evidence of:		
Knowledge and understanding of the diverse needs and abilities of pupils with Special Educational Needs , particularly those on the autistic spectrum and those with profound and multiple learning disabilities	/	
A clear understanding of the EHCP process and how pupils targets influence the curriculum	/	
Establishing a rapport with children	/	
Having high expectations of what pupils can achieve and helping staff to find creative ways to achieve this	/	
Engaging with children and parents at assemblies etc		/
Supporting managed risk taking to encourage adventurous activities for children	/	
Using positive behaviour management	/	
Understanding the new Ofsted Framework	/	
Understanding and using a curriculum which is in preparation for life	/	

PERSONAL QUALITIES

Having excellent interpersonal skills with an ability to relate confidently to, be supportive of, and motivate a wide range of people	/	
Encouraging autonomy in middle management teams to implement strategies which lead to continued improvement of the school.	/	
Communicating with enthusiasm, confidence and competence	/	
Being professional, loyal and acting with integrity	/	
Being approachable, visible and accessible	/	
Being empathetic	/	
Being committed to inclusion	/	
Having emotional resilience especially when difficult decisions have to be made	/	
Have a professional approach to organisational change	/	

EQUAL OPPORTUNITIES and SAFEGUARDING

Being committed to equal opportunities	/	
Being committed to maintaining our ethos in which safeguarding is paramount	/	
Being committed to promoting and safeguarding the welfare of pupils, staff and visitors	/	
Being aware of potential risks and threats to our learning community	/	

JOB DESCRIPTION

DEPUTY HEADTEACHER

Purpose of the role:

To support the Headteacher in providing professional vision and leadership for the school, ensuring a high standard of education for all students and improved standards of learning and achievement. Having delegated responsibility to:

KEY ROLE 1

- ✚ **Oversee curriculum** across whole school

KEY ROLE 2

- ✚ **Line manage** the Department Leads and Subject Leads

KEY ROLE 3

- ✚ **Share up to date Ofsted guidance** to staff (and possibly have some secondment to take on small role as an Ofsted Inspector)

KEY ROLE 4

- ✚ **Co-ordinate staff cover** where it cannot be managed within a Department

KEY ROLE 5

- ✚ **Assist with consultations** for entry and support partner schools with transitions and outreach

KEY ROLE 6

- ✚ **To deputise for the Headteacher** in their absence (shared with Deputy SG /B/WB)

Roles shared with Deputy Head for Safeguarding, Behaviour and Wellbeing

- **Co-ordinating CPD** needs and delivery for all teaching staff
- **Outdoor education**
- **Risk assessment**

Shaping the future by:

- ✚ Working as part of the Senior Leadership Team in the developing excellent SEN practice and policies across the school.

Leading learning and teaching by:

- ✚ **Relentlessly improving the quality of teaching, learning, assessment** and leadership across the school.
- ✚ Ensuring that the **school improvement plan** is based on evidence from robust self-evaluation-and that progress against its targets and objectives is reviewed regularly.

- ✚ **Motivating and leading staff** to enable a culture where challenging practice, support and continuous improvement is promoted
- ✚ Building a **strong and sustainable working partnership** with parents, partners, the wider community and other schools in the area.
- ✚ Ensuring students' **learning experiences are linked into their next steps** and are informed by their EHCP.
- ✚ **Providing the Governing Body** with relevant and clear information with which to fulfil its strategic leadership role and provide support and challenge to the work of the school.
- ✚ **Managing employee performance** positively by establishing clear goals and expectations; tracking progress against the goals; ensuring timely feedback,
- ✚ **Being a strong advocate for the school** and working collaboratively with partners and external agencies
- ✚ **Being able to delegate effectively** - encouraging autonomy and teamwork

Financial Management

- ✚ Taking **ownership of aspects of the designated budget**, supporting the Headteacher and Governors in ensuring that the school achieves value for money in all circumstances.
- ✚ Being able to **implement creative ways of working** more effectively with resources & budget

Health and Safety

- ✚ Supporting the Headteacher in ensuring that the **Health and Safety** policy and procedures operates effectively and a programme of continuous improvement is embedded so that effective "Health and Safety is a "way of life" for everyone
- ✚ Encouraging all in school to **maximise adventurous opportunities** (at an appropriate level for each individual) for all students through managed risk taking

Safeguarding and promoting the welfare of children

- ✚ Understanding legislation with regard to **safeguarding**, ensuring that the school meets its statutory requirements and is a safe environment for all aspects of learning, and promoting the well-being of staff and students.
- ✚ Ensuring that **safeguarding and positive behaviour management practices** operate effectively and a programme of continuous improvement is embedded

Professional development

- ✚ Developing own professional knowledge and **skills and ability to reflect on own practice**.

- ✚ Ensuring that **all staff are involved in their own professional development** as appropriate

Fundraising

- ✚ Alongside the Headteacher, **developing and supporting new projects** and opportunities with the fundraiser

General responsibilities

- ✚ Leading by example so that the **school's values, aims and priorities** are clearly seen to be whole heartedly supported and embedded in your everyday work.
- ✚ Adhering to school, county and Public Health England **policies and procedures**
- ✚ Supporting the Headteacher in **forging transformational management** developments and operations, ensuring a collegiate approach where possible and as necessary, lead from the front.
- ✚ Supporting the Headteacher in **evaluating the effectiveness of the school's overall provision**, especially student attainment and teaching and learning standards, in liaison with the governing board.
- ✚ **Engaging actively** with the school improvement and other advisors to ensure that the school benefits from the best practice and the insight of external expertise.
- ✚ Working with colleagues to ensure the highest standard of environment maintenance and development to create a **sensory and child-friendly estate** which can benefit all our pupils and in which they can thrive.
- ✚ Actively supporting and promoting a **culture of equality, transparency and accountability in a non hierarchical way** which gives everyone their best chance to shine.
- ✚ Being a **proactive member of the team**, bringing your expertise, insight and willingness to learn to benefit the strategic success of the school.
- ✚ Ensuring that every aspect of operations which you undertake **adheres Education regulations**
- ✚ Always acting in a way which ensures the **respect, dignity and right to privacy** of students and colleagues.
- ✚ Carrying **out any other duties as are within the scope and spirit** of this role as requested.
- ✚ Have an **appetite for supporting the growth and development** of the school

The job description reflects the predicted requirements of this role. As duties and responsibilities develop, the job description will be reviewed and be subject to amendment in consultation with the post holder.

Salary Start Point

The starting point on the scale for this appointment will be based on your current role and experience – progression through the six points will occur on a basis of performance against agreed targets