



# HEADTEACHER APPLICATION PACK



Ashington Grove, Coventry, CV3 4DE

Salary: L21–L27

Permanent, Full-Time

**Application Deadline: 16th April**

**Interview Dates: 23<sup>rd</sup> and 24<sup>th</sup> April**

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***"PASSIONATE ABOUT CELEBRATING **LEARNING**, **ENJOYMENT** AND **ACHIEVEMENT** FOR ALL"***

## Welcome from our Chair of Governors

Dear Applicant,

Thank you for your interest in the position of Headteacher at Tiverton School. On behalf of the Governing Body, I extend a warm welcome as you explore this exciting opportunity to join our school community.

Following the forthcoming retirement of our current Headteacher, we are seeking an exceptional leader to guide Tiverton School into the next phase of its development. As a special school within the Coventry Local Authority, we serve pupils aged 4 to 11 with a wide range of needs, including ASD, MLD, SLD and PMLD. The successful candidate will be someone who truly understands the complexity, richness and importance of specialist education.

Visitors to Tiverton School regularly comment on the calm, purposeful atmosphere across the school and the strong, positive relationships between staff and pupils. Hallmarks of the nurturing culture our team has worked hard to establish. These strengths create solid foundations for the next Headteacher to build upon with confidence.

We are looking for a leader who:

- demonstrates the ambition, integrity and moral purpose set out in the Headteachers' Standards
- has extensive knowledge of the SEND Code of Practice, and the experience to ensure high-quality provision for pupils with diverse and complex needs
- champions inclusive special needs education and promotes high aspirations for every learner
- can further strengthen our strong partnerships with families, the Local Authority and external agencies
- motivates and supports staff to deliver the highest standards of teaching and personalised learning
- ensures that safeguarding, wellbeing and pupil dignity remain central to all decision-making
- brings strategic clarity while valuing Tiverton School's warmth, teamwork and sense of community

Tiverton School currently supports 136 pupils and offers specialist classrooms and high-quality provision tailored to individual needs. Our dedicated staff team is committed to providing

exceptional care, learning and support, and the Governing Body is equally committed to supporting the next Headteacher to lead with vision and confidence.

We warmly **encourage prospective candidates to visit the school.**

Please contact Aysha Patel to arrange this, dates to visit are:

- 24<sup>th</sup> March
- 26<sup>th</sup> March
- 13<sup>th</sup> April
- 14<sup>th</sup> April

Seeing Tiverton in action will give you an authentic sense of our ethos, our dedicated staff team, and the exceptional children who make our school such a special place. We believe that a visit can offer valuable insight into whether this unique role aligns with your experience, strengths and leadership ambitions.

Thank you once again for your interest in Tiverton School. We hope this pack provides the information you need as you consider applying, and we look forward to meeting leaders who share our passion, commitment and aspiration for the future of our school.

Yours sincerely,

Helen Morris

Chair of Governors

## Tiverton School Vision and Values

### **Learn, Enjoy, Achieve**

Tiverton core values:

- We believe that each child should be valued equally and treated with dignity and respect for the positive contributions they make to the Tiverton community.
- We believe that Tiverton School promotes lifelong learning for all within the school community in an atmosphere of support, security and respect
- We believe that everyone has a right to feel safe, valued and confident in a learning environment which promotes health and well-being
- We believe that all children are entitled to a dynamic curriculum which provides excitement, relevance and stimulation for learning
- We believe that our pupils are entitled to a safe, ordered and attractive learning environment both inside and out, which facilitates security, challenge and high expectation
- We believe that a valued multi-disciplinary team working collaboratively and in a spirit of mutual respect will enable the best outcomes for the pupils we serve
- We believe that we should foster links with the wider community in order to enhance awareness, understanding and positive attitudes
- [Click here](#) for our values statement



## About Tiverton School

We are a primary-age broad-spectrum special school where the children are at the heart of all we do.

At Tiverton Special School, we provide a curriculum that is aspirational, relevant and engaging. We want everyone here to **Learn, Enjoy and Achieve**. We want every pupil to do their best, to thrive, and to get the most out of their time with us. Our aim is to equip pupils with the knowledge, skills and confidence they need for life beyond Tiverton.

To achieve this, we have an experienced and dedicated staff team who are constantly searching for innovative ways to support our pupils' learning and development. We pride ourselves on our strong family atmosphere and our close working relationships with families and the wider community. Our pupils are enthusiastic learners who take full advantage of the rich opportunities provided.

Tiverton Special School provides a broad, balanced and differentiated curriculum designed to meet the unique needs of all **136 pupils** from Early Years to Year 6. All pupils have an EHCP and present with a range of complex needs and disabilities, including profound and severe learning difficulties, social and communication needs associated with autism, and sensory processing difficulties.

We are proud of the diversity within our school community:

- **49% of our pupils are EAL,**
- **36% are eligible for Pupil Premium, and**
- **28% have a medical plan.**

This diversity enriches our school culture and strengthens our commitment to inclusive practice.

We ensure all pupils are given the opportunities they deserve to participate in a full and varied curriculum, promoting their spiritual, cultural, moral, educational and physical development. Our curriculum model is flexible, sequential, and celebrates achievement of every kind.

The school works in close partnership with parents, governors, other professionals, the Local Authority and the local community to maintain high standards and deliver the best possible outcomes.

Tiverton Special School values itself on providing a **secure, stimulating and safe environment**, with a focus on developing, practising and remembering key skills. We help pupils to be sensitive to the needs of others, to build self-worth and self-esteem, and to live by our ethos: **Be Kind, Be Safe, Be Happy**.

We encourage our pupils to participate fully in school life and to become independent, caring young people capable of contributing positively to their community.

We achieve our aims by:

- working in genuine partnership with parents and professionals,
- offering a high-quality curriculum that balances the National Curriculum with individual needs,
- investing in staff development, and
- working closely with local schools, colleges and wider community partners.

We are a growing school, committed to supporting families across Coventry. It is important to us that we make a meaningful, lasting difference to the lives of our children — both now and as they transition to secondary provision and adulthood.

## Job Description

GRADE:	L21 – L27 (dependent on experience)
RESPONSIBLE TO:	The Board of Governors at Tiverton School
RESPONSIBLE FOR:	The Leadership and Management of all staff and pupils at Tiverton School

### Main Purpose

The Headteacher will have overall responsibility for the organisation and management of the whole school. The Headteacher will deliver vision, leadership and strategic direction to secure the overall effectiveness and continued improvement of the school. The Headteacher is accountable to the Board of Governors. The current School Teachers' Pay and Conditions Document sets out the range of duties and responsibilities of a Headteacher, and therefore this job description is aligned to this document.

### Core Purpose

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To succeed, the Headteacher must establish high - quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher must establish a safe culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school, accountable to the Governing Board. The Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet the aims and objectives.

The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement; raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, will secure the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, other schools, other services and agencies for children and families, community

organisations, the local authority and higher education institutions. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

The current School Teachers' Pay and Conditions Document sets out the range of duties and responsibilities of a Head Teacher, and therefore this job description is aligned to this document.

### **Leadership**

- Embraces the vision and values as in collaboration with the Governors and ensures that these underpin all activities and inform all relationships
- Defines and implements the school's vision and strategy so that it is understood, agreed and acted upon across the school community including staff, parents and pupils
- Identifies priorities and targets for ensuring that all pupils achieve high standards and make good progress, increases teachers' effectiveness and secures continuous school improvement
- Strategically plans for future needs and the further development of the school
- Challenges, supports, motivates and develops all staff to raise their performance by setting effective performance objectives
- Leads by example, is personally visible and observably committed to the school. Demonstrates a leadership approach which is focused, flexible, caring and inclusive
- Has responsibility to engage, develop and grow all staff

### **Teaching and Learning**

- Develops and agrees a curriculum policy to meet statutory and pupil requirements that supports the school's aims and needs
- Implements highly effective strategies to support and challenge teachers to achieve effective exceptional teaching and learning outcomes
- Operates systems for monitoring and evaluating the quality of teaching and standards of pupils' achievement, using data and setting targets for achievement of all pupils
- Promotes excellence in teaching and learning, using the latest evidence base, ensuring a continuous focus on pupils' achievement and the development of the whole child
- Ensures that learning is enjoyable and active as well as challenging
- Ensures that a varied and rich educational experience is available for all pupils, including a variety of extra-curricular opportunities
- Ensures effective and appropriate pastoral support is available to pupils and families

- Ensures there are systems for and appropriate action in relation to individual pupil progress and achievement, maintaining high ambitions for all pupils
- Through measurement and analysis, identifies and acts on areas of development in relation to all aspects of school improvement

### **Relationships**

- Demonstrates inclusiveness and respect in dealings with pupils, staff and others within the school community
- Promotes personal responsibility, rewards excellence and deals appropriately with underperformance
- Ensures a high standard of professional development for all staff
- Demonstrates personal resilience and self-awareness
- Creates conditions for pupils, staff and the school community to speak up and be heard if they have concerns or ideas for improvement
- Demonstrates the personal capability to coach for high performance and develop coaching within school management as standard
- Demonstrates relevant consultation and cooperation around change affecting the school

### **School Improvement**

- Demonstrates a constant drive for school improvement
- Is aware of and responsive to developments in educational policy, techniques, leadership and management practice
- Ensures the successful delivery of the values, vision, ethos, strategy and objectives
- Creates school systems and structures in support of outcomes and priorities
- Monitors the performance of school policies and amends as appropriate to support school improvement or compliance with laws, regulations or educational policies
- Uses data to create insights for the governing board, staff and parents/carers as to how to support school improvement
- Promotes collaboration and the exchange of ideas within school and across the local authority
- Creates, implements and monitors school improvement plans

### **Management**

- Works with the school leadership team and the Board of Governors to set an annual budget consistent with school priorities
- Is accountable for recruiting, developing and retaining staff of the highest quality
- Plans for and deploys all staff effectively to improve the quality of outcomes

- Monitors and manages school budgets to secure the long-term future of the school
- Ensures the school sets and maintains high standards for health, safety and well-being
- Reports openly and honestly to the Board of Governors on the performance of the school
- Manages the effective application of the school pay and performance policy
- Works collaboratively with unions or other employee representatives where required to do so
- Works in partnership with the local education authority, local schools and other agencies
- Upholds the school's obligations for safeguarding pupils
- Ensures the school operates best value principles in purchasing goods and services and the allocation of school capital expenditure

### **Community**

- Promotes community engagement including pupils, staff, parents/carers, local residents and community organisations
- Creates and maintains an effective partnership with parents/carers using a range of approaches and media
- Promotes an honest and positive image of the school, supporting parent choice and providing information through the school website as well as developing our social media presence
- Maintains positive relationships with other schools to support the smooth transitions of pupils from and to a range of settings
- Develops the school as an integral part of the local community by engaging in community celebrations and other events as appropriate

The post holder must comply with Coventry City Council's and the schools health and safety policy.

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:

To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected

To report to their manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately

Any further Safeguarding Board responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to Coventry City Council's Equal Opportunities Policy.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

***Tiverton School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the provisions of the Rehabilitation***

# Person Specification

Personal qualities	
<b>Candidates should:</b>	
1	Demonstrate a passion for teaching and learning
2	Communicate effectively and develop positive relationships with all stakeholders
3	Demonstrate excellent interpersonal skills
4	Be decisive, consistent and focused on solutions
5	Demonstrate the capacity to lead others, be reflective, resilient and adaptable
6	Be able to motivate and inspire others
7	Listen carefully and consider the views of others
8	Show professional curiosity
Qualification and experience	
<b>Candidates should have:</b>	
1	Qualified Teacher Status (QTS)
2	Experience and knowledge across the appropriate age range(s) and SEND provision
3	Evidence of recent senior leadership experience that has contributed to school self-evaluation and the development of whole school priorities
4	A proven track record of leading whole school strategic improvement to improve pupil outcomes
5	Evidence of recent, appropriate leadership development / qualification (e.g. NPQH)
6	Evidence of outward facing professional practice
Skills	
<b>Candidates should be able to:</b>	
1	Formulate a vision for the school and secure commitment to it from others
2	Analyse and interpret data accurately to inform school improvement and to monitor pupil progress
3	Engage leaders at all levels in systematic and rigorous monitoring and evaluation
4	Effectively evaluate school performance and accurately identify priorities for improvement
5	Work effectively with the governing body, enabling governors to fulfil their roles and meet their responsibilities
6	Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children
7	Drive improvement and challenge underperformance

8	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines
9	Demonstrate the ability to coach, mentor and model practice to others

### Professional knowledge and understanding

#### Candidates should:

1	Be committed to securing equality of opportunity throughout the school
2	Have an understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework
3	Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils
4	Maintain high standards of pupil behaviour and attitudes to learning
5	Have experience of multiagency working to support vulnerable children and families, and to promote excellent attendance
6	Have an understanding of effective financial management
7	Demonstrate a commitment to the continuing professional development of all school staff
8	Understand and show commitment to the standards of excellence for H/T

### Safeguarding

#### Candidates should have:

1	Knowledge of national and local safeguarding guidance
2	Experience of safeguarding and promoting the welfare of children and young people
3	A commitment to work with relevant agencies to protect children and young people
4	Knowledge of best practice and procedures in school for safeguarding children and young people
5	An pivotal drive to keep vulnerable children safe from Harm

Tiverton School are committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).