



CAPELLA HOUSE SCHOOL
Egerton Road
TWICKENHAM
TW2 7SL

Email: info@capellahouse.org.uk
Website: www.capellahouse.org.uk
Headteacher, Don Blaylock

Recruitment of Primary Phase Leader at Capella House School: The Process

Thank you for your interest in this post. Please find the following documents included in the recruitment pack:

- Person Specification and Job Description
- Application Form
- Recruitment monitoring Form (part of the application form)

There is additional information about our School on our website at www.capellahouse.org.uk

More information about the Auriga Academy Trust can be found at <https://www.aurigaacademytrust.org.uk>

Key Dates

The closing date for applications is 9:00 a.m. on Tuesday 4th May 2021.

Please send your completed application form by email to info@capellahouse.org.uk "For Attention of the CEO".

Whenever possible, potential applicants are requested to visit the school although Government restrictions may prohibit this. If you would like to discuss the post with the CEO of the Auriga Academy Trust or the Interim Headteacher please contact them via to school to arrange a meeting.

Shortlisting will take place on the afternoon of Wednesday 5th May 2021 and successful candidates will be informed on that day.

Interviews will take place on Friday 14th May 2021.

References will be required prior to interview. Please ensure that you provide an email address for your referees and ensure that they are expecting a request.

To apply please complete the application form provided ensuring that all sections are completed. The personal statement, in addition to addressing the relevant parts of the person specification, should also clearly state your attraction to working at Capella House.

Prior to being offered employment the successful candidate will be required to provide a DBS and medical clearance will need to be received.

Andy Whiteside
Chair of Governors
Capella House



Registered Office: The Auriga Academy Trust c/o Strathmore at St Richard Reynolds Catholic College, Station Road,
Twickenham TW1 4DQ

Company N°: 10284264 England and Wales



Job Description for Assistant Headteacher L10 –L14

The Assistant Headteacher will be the Leader for the Capella House Primary Campus at Amyand House. They will work with the Head of Capella House School, staff, parents/carers, governors and the Auriga Academy Trust and local Children's Services, as appropriate. They will maintain and improve provision and outcomes for pupils across the school including the delivery of a curriculum appropriate to the needs of the pupils at Capella House.

The Assistant Headteacher will, under the direction and support of the Headteacher, take overall responsibility and accountability within the Capella House Primary campus for the organisation, day-to-day management and conduct of the school as and when directed.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher by agreement, to reflect or anticipate changes in the job, commensurate with salary and title.

As well as day to day responsibilities for the management and organisation of the Capella House Primary campus (as agreed) the responsibilities of the Assistant Headteacher will include:

1 Strategic direction and development of Capella House School.

- 1.1 Under the overall direction of the Headteacher, play a major role in developing the strategic view for the school and its communities and in formulating the school improvement plan and school self-evaluation. Work with, and through, the respective school and Trust leaders and governors in order to effect sustainable school improvement and efficient management of school resources which rapidly secures highly effective teaching, learning and achievement by pupils.
- 1.2 Informed by collaboration and outreach, contribute to planning for Capella House School's future needs and further develop and monitor the plans already in place.
- 1.3 Liaise with the Trust and wider community partner schools to create, promote, evaluate and develop inclusive teaching and learning opportunities for pupils and staff from all schools and further develop positive relationships between Capella House and existing/new partner schools.
- 1.4 Provide information, objective advice and support to the Headteacher to secure effective teaching and learning, improved standards of achievement, efficiency and value for money are met.
- 1.5 Work closely with the Headteacher, Governors and Trust Finance Team in strategic planning, budget preparation and monitoring, and effective budget management.
- 1.6 Monitor, evaluate and review the impact of Trust and school policies, priorities and targets at Capella House, taking or advising action when necessary.
- 1.7 Contribute to the School Self Review, ensuring that it is accessible to a range of audiences (enabling them to play their part effectively), is data-informed and clearly demonstrates the impact of the provision on outcomes for the students.
- 1.8 Help ensure that pupils and parents are well-informed about the curriculum, attainment and progress and about the contribution they can make to achieve school targets for improvement.

2 Teaching and learning

- 2.1 Take a whole school responsibility for developing and promoting teaching and learning for pupils with specific SEND (e.g. ASD/SLD/PMLD/SLCN);
- 2.2 Provide leadership to facilitate cross-school working to enhance pupil outcomes.
- 2.3 Assist with the promotion, development and high-quality delivery of a curriculum appropriate to the needs of the pupils at Capella House. Contribute to organising and implementing its assessment, monitoring and evaluation in order to identify and act on areas for improvement.
- 2.4 Create and maintain an effective partnership with parents/carers to support and improve pupils' achievement and personal development.
- 2.5 Work with the Headteacher to create and maintain environments which promote and secure good teaching, effective learning, high standards of achievement and good behaviour for learning throughout school.
- 2.6 Where required, undertake a teaching commitment providing a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement.

3 Leading and managing staff

- 3.1 Help create and develop an ethos and culture in which all staff recognise that they contribute to and are accountable for the success of the school including improving the quality of education provided and standards achieved and ensuring that constructive working relationships are formed and maintained.
- 3.2 Plan, allocate, support and evaluate work undertaken at Capella House Primary by individuals, groups and teams, ensuring that there is clear delegation of tasks and devolution of responsibilities.
- 3.3 In collaboration with the Headteacher, manage and monitor the use of staff and resources effectively and efficiently.
- 3.4 Assist the Headteacher in monitoring and supporting the work of the staff team to identify individual and institutional staff training needs and requirements and the sharing of expertise, ensuring the implementation of statutory and local frameworks for staff appraisal.
- 3.5 Contribute to motivating and enabling teachers, including school leaders, curriculum leaders and support staff to develop expertise in their respective roles through high-quality continuing professional development.
- 3.6 Sustain motivation of self and other staff.
- 3.7 Ensure that professional duties are fulfilled, as specified in the most recent Terms and Conditions of Service of Teachers, in line with teaching standards (2012).

4 Community

- 4.1 Work closely with the main contact person at St Mary's School. Liaise with the named contact to develop and further the partnership working and inclusion activities and opportunities for the benefit of the pupils and staff from all schools.
- 4.2 With the Headteacher, work collaboratively with Therapy and other Health colleagues to maximise their input and impact with pupils and to contribute to service specifications and reviews for commissioners.
- 4.3 With the Auriga Academy Trust, contribute to developing and participate in delivering Outreach CPD and support for staff, schools, colleges and businesses across the community.
- 4.4 Work with the Headteacher to develop a school culture which continues to promote equality and diversity and reflects its wider community.
- 4.5 Collaborate with other agencies to facilitate the access for parents and carers, partner organisations, community groups, businesses or other organisations into Capella House to

enrich the academic, spiritual, moral, social, emotional and cultural wellbeing of the pupils and their families.

- 4.6 Co-operate and work with relevant agencies to protect children. Be the Designated Lead Professional for Safeguarding for the Capella House Primary Campus, keep up-to-date with relevant legislation and guidance and monitor and advise the Head of School on issues relating to pupil safeguarding and wellbeing following the child protection procedures adopted by the school. Participate in the Auriga Trust Safeguarding network attending meetings as required.
- 4.7 Be joint lead of the Behaviour & Wellbeing team at Capella House, attending training to qualify as an advanced Team Teach instructor. Support the Leadership to understand patterns regarding challenging behaviour and support staff to appropriately support pupils manage their own behaviour.
- 4.8 Work in partnership with the Auriga Academy Trust and Local Governing Body, attending meetings of the Capella House/Partner Schools' Governing Bodies and Committees as directed.

General:

- To undertake, as necessary, the full range of professional duties of the Headteacher as agreed and appropriate in the absence of the Headteacher.
- Undertake any professional duty of the Headteacher which may be delegated.
- The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.



**Person Specification for Assistant Headteacher
Head of Primary Phase**



Educational Qualifications and Training:	
Essential	Desirable
<ol style="list-style-type: none"> 1) Qualified Teacher Status 2) teaching experience of at least 5 years, including within a special school and across more than one key stage; 3) evidence of participation in recent Continuing Professional Development including developing own practice; 4) recent experience of working successfully as a middle leader in a school; 5) commitment to undertaking National Professional Qualification from NCTL (e.g. NPQSL) within two years of commencing; 6) commitment to undertake as directed, through school, appropriate professional training to lead a specialist strategy across school; 	<ul style="list-style-type: none"> • further Post Graduate study in an area of SEND; • further Leadership qualification or experience; • positive behaviour support training (e.g. Team Teach); • training in delivery of specific teaching and learning strategies e.g. TEACCH, PECS etc.;
Skills and Abilities:	
Essential	Desirable
<p>Have the ability to:</p> <ol style="list-style-type: none"> 7) help generate and share a vision to inspire lead, motivate and support pupils, staff and families; 8) determine and share priorities, manage time effectively and meet all deadlines; 9) within a shared leadership structure, manage staff, provide effective leadership and encourage positive working relationships including playing a role in further developing effective teams; 10) support the Headteacher in creating, developing and reviewing school development plans and targets; 11) analyse and interpret pupil / school performance data; 12) communicate effectively at all levels; 13) monitor and evaluate provision in an area of learning and to support other staff in doing so; 14) positively influence the quality of teaching and learning including leading and evaluating Continuing Professional Development; 15) identify outstanding practice and nurture talent throughout school; 16) demonstrate consistently good or outstanding innovative classroom practice; 17) use ICT as a tool in teaching and learning and in administration; 18) develop appropriate links with parents and the wider community (e.g. external agencies including health professionals); 19) maintain records and manage information related to areas of responsibility so that the school is able to account for all aspects of performance to governors, LA and others; 	<ul style="list-style-type: none"> • evidence of successful school improvement planning, delivery and evaluation; • training and experience in Coaching and Mentoring;

Experience, Knowledge and Understanding of:

Essential	Desirable
<p>20) working collaboratively within a multi-professional team for benefit of pupils and families;</p> <p>21) leading and managing change effectively including resolving conflict;</p> <p>22) monitoring the quality of teaching, learning and pupil achievement including providing constructive feedback and support to teachers and other staff;</p> <p>23) being involved in the formulation, modification and evaluation of an area of learning to meet the needs of pupils with SEND;</p> <p>24) being involved in the implementation of whole school initiatives including budget and resource management;</p> <p>25) an understanding of a curriculum appropriate for pupils aged 4-19 with SLCN and Social Communication needs, including accreditation;</p> <p>26) experience supporting pupils with challenging behaviours, and knowledge of positive interventions and strategies to help pupils manage and prevent challenging behaviours;</p> <p>27) an understanding of and commitment to promoting the role played by parents in raising standards and the importance of working with parents and other members of the wider school community;</p> <p>28) knowledge of national, local and research initiatives relating to SEND;</p>	<ul style="list-style-type: none">• experience of leading inclusive learning, collaborating with mainstream primary and/or secondary schools;• experience of teaching in a mainstream context;• experience of successfully negotiating with professionals from a variety of agencies to enhance provision within school;• leading Performance Management for a range of school staff including those in admin posts;• understanding of budget/ financial management within special school setting;

Safeguarding:

Essential	Desirable
<p>29) up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people;</p> <p>30) The Auriga Academy Trust is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post holder will be required to adhere to the Trust's safeguarding procedures and policies and be seen to actively promote Capella House School's safeguarding systems among staff under their line management;</p>	<ul style="list-style-type: none">• experience as a Designated Person for Child Protection and/or Looked After Children• LSCB Level 2/3 Safeguarding Training• successful completion of Safer Recruitment training;