



St Dominic's School

Principal Recruitment

# Welcome to St Dominic's School



## Our School

St Dominic's School is a well-known and highly regarded special school in Surrey and is surrounded by 56 acres of woodlands. The school has capacity for 150 pupils and sixth form students between the ages of 7 – 19, who have a range of academic abilities and complex needs. All pupils have an Education Health and Care Plan (EHCP) with a primary diagnosis of Speech, Language and Communication Needs (SLCN) and/or Autistic Spectrum Condition (ASC).

St Dominic's School offer access to an extensive range of GCSE subjects. Within the sixth form, students are able to access external college placements as part of their personalised holistic education.

The School has an in-house team of qualified therapists offering Speech and Language Therapy, Occupational Therapy and Sensory Integration. The range of therapeutic support available to pupils and students enables them to access the curriculum at an appropriate level, maximising each individual's potential for achievement.

The School has achieved Advanced Autism Accreditation, the prestigious Arts Council 'Artsmark' Silver Award and holds the National Healthy Schools status.

To find out more about our school, please visit our website [www.stdominicsschool.org.uk](http://www.stdominicsschool.org.uk)

## Our Ethos and Values

### Our Vision

To be an outstanding school that gives every child and young person the best chance to fulfil their potential, achieve ambitious goals and live life to the full.

### Our Mission

To provide the best educational, care and transition pathways for children and young people from ages 7-19 years who experience difficulties with learning and communication because of their special or complex educational, health or care needs.

### Our Values

- We accept, celebrate and understand our unique identities
- We respect and value each other for who we are and what we can achieve as individuals and as a community
- We offer a multi-disciplinary, holistic approach in partnership with families, communities and professionals
- We understand that everything we do, regardless of role, is to inspire, empower and secure positive outcomes and relationships for all pupils and students
- We ensure that the values of humanity remain the foundation of our spirituality, social interactions and pastoral care across the curriculum
- We provide a needs-led curriculum that focuses on the individual's developmental needs and enhances and supports academic subjects
- We seek and retain dedicated staff who are committed to the vision and mission of the school
- We consider the views of children, young people and their families
- We enable children, young people and their families to participate in decision making
- We are confident that our children and young people can take the next step into the world equipped to realise their potential and live life to the full



## Our Curriculum

At St Dominic's School we follow a Needs Led Curriculum which is built on the ethos that teaching does not just take place in the classroom at St Dominic's and is not just delivered by the teacher. Pupils and students learn from staff appointed in all positions, from etiquette in the dining room to work experience with the maintenance team; and that's without counting the hundreds of small daily interactions that take place in the school day.

Our bespoke Needs Led Curriculum focuses on Functional Independence, Language and Communication, Learning to Learn (the skills needed to be ready and able to learn in a classroom situation) and Myself and Others (social, moral understanding and emotional resilience). It also incorporates PSHCE, Relationship and Sex Education and Careers and Transitions Guidance. It enables us to deliver flexible and responsive content ensuring pupils are able to: live with meaningful independence; secure paid employment in a career that is of interest and relevance to them; and enjoy social inclusion throughout the whole of their lives.



## Our Family

Orchard Hill College and Academy Trust (OHC&AT) is a family of specialist education providers for over 1500 pupils and students from nursery through to further education and into adulthood across London, Surrey, Sussex and Berkshire.

Orchard Hill College was established in 1983 and has grown from a small hospital provision into an Outstanding College that operates from six college centres across London and provides post-16 education for students with mild, moderate, severe and profound learning need.

In 2013, the College established Orchard Hill College Academy Trust to share its expertise and provide services and support to specialist schools. The Trust is now home to 15 special schools.

The uniqueness of OHC&AT is that it is fully representative of all designations of special education needs and disabilities. Across the whole organisation there are a range of experts and practitioners who advocate for children and young people with special education needs and disabilities to ensure they receive the best possible opportunities to achieve their full potential.

All of us at OHC&AT are committed to realising the potential of our pupils and students and we work together to ensure they achieve their very best in their local communities.

You can find out more about OHC&AT at [www.ohcat.org](http://www.ohcat.org)



# Orchard Hill & Academy Trust College



# Working together to transform lives

## Ethos

As a community of learners, families and colleagues OHC&AT believes that by working collaboratively, with energy and ambition we can always effect positive change. At the core of our ethos is the conviction that there should be no limit placed on what is possible and that everyone has the ability to be the very best they can be.

## Mission

OHC&AT exists to support, enable and champion the talents, skills and rights of the most complex and vulnerable people in our society in order that we can release their potential, promote their wellbeing and transform their lives.

## Values

As an organisation, we adhere to the seven principles of public life to drive our behaviours and provide a framework for our actions. These are: loyalty, openness, objectivity, selflessness, honesty, integrity and accountability. Within this framework, we have defined our own set of core values and behaviours based around the word 'create'.

**C**onfident

**R**espectful

**E**quitable

**A**dvocacy

**T**eamworking

**E**nabling

## Key Strategic Priorities for 2019-2022

**Quality, Standards and Reputation**



Every OHC&AT pupil and student receives exceptional provision.

**Innovation and Specialism**



Creative approaches to meeting complex needs are distributed across the organisation to maximise opportunities.

**Development and Growth**



We are responsive to local and regional need and have a clear moral purpose that impels us to generate a positive impact where we believe we can do so.

**System Leadership**



The collective thoughts and experiences of leaders and governance at all levels of the organisation are harnessed to enable.

**Nurturing Talent**



Investing in our staff, governance and volunteers to promote and liberate their talent, grow expertise, attend to their wellbeing and enable them to make the difference.

# Job Description, Principal

**An inspirational leader, committed to the highest achievement for all.**

## **Purpose of the post**

Provide the professional leadership of the school to achieve outstanding success.

## **Key responsibility areas**

- Strategic leadership and management
- Leadership and management of pupils'/students' attainment and progress
- Leadership and management of staff
- Leadership and management of the curriculum
- Leadership of learning and teaching and attitudes to learning
- Strategic leadership of safeguarding and child protection
- Financial and resources leadership and management
- Management and control of risk
- Management of resources and premises
- Leadership and management of the school within its community

## **Strategic direction and development**

The Principal will:

- Develop and communicate a clear strategic vision in close collaboration with all key stakeholders
- Motivate and empower others to carry the vision and values of the school forward
- Implement, manage and resource OHC&AT policies and develop school based policy/procedures consistent with OHC&AT guidelines.
- Recruit pupils/students and staff, ensure the statutory requirements, the decisions of the Trust and its Local Governing Body and the needs of the pupils/students, their parents/carers and the community are met
- Manage a complex organisation effectively and ensure the successful implementation of developmental, and sometimes radical, change
- Work in harmony with the sponsor, governors, local schools and Academies and other partners as appropriate
- Ensure compliance with legislation and school and Trust policies
- Promote equality, diversity and inclusion
- Promote a closer home model of delivery for education in Surrey

## **Teaching, learning and pupils/students**

The Principal will:

- Meet the substance of the requirements of the National Curriculum
- Provide a motivational, broad and relevant curriculum underpinned by digital technologies
- Ensure pupils/students receive learning and support in compliance with their Education, Health and Care Plans

- Ensure that the curriculum appropriately matches the diverse and individual needs of all pupils/ students
- Achieve a sense of harmony through the effective management of pupil/student behaviour and attitudes to learning
- Involve pupils/students in the decision-making processes in the school by developing policies and practices that treat pupils/students as partners in the learning process
- Lead and manage pastoral care, pupil/student welfare, safeguarding (including e-safety) and anti-bullying procedures effectively
- Maintain effective assessment, recording and reporting systems of pupil/student progress, ensuring evidence is appropriate for supporting improvements and for Ofsted
- Maintain high expectations for pupil/student achievement especially where there is social deprivation
- Monitor and evaluate the curriculum for both quality and value for money
- Ensure high levels of consistent pupil/student attendance to promote high achievement
- Promote the school's commitment to child protection and safeguarding
- Provide strategic direction and development

### **Leading and managing staff**

The Principal will:

- Lead on the recruitment and selection of teaching and support staff
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels
- Optimise the contribution of all staff to ensure excellent quality of education and learning, to improve the quality of education
- Manage performance and lead on appraisal, utilising all staff by ensuring their professional development
- Create and maintain good working relationships among all members of the school community
- Promote the school ethos in which the highest achievements are expected from all members of the school community

### **Efficient and effective use of resources**

The Principal will:

- Work directly with OHC&AT's Finance Director and consult with the Local Governing Body on the formulation of the annual budget in order that the school secures its objectives
- Plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control
- Ensure effective use of funding streams, to ensure impact on learning and achievement
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements
- Ensure that the allocation and use of accommodation provides a positive learning environment that promotes the highest achievement for all
- Monitor and evaluate overall provision for value for money
- Seek to ensure adequate physical and learning resources for the school

## Accountability

The Principal will:

- Work closely with and report to the Deputy CEO of Orchard Hill Academy Trust
- Work collaboratively with the Chair of the Local Governing Body and those of sub-committees as appropriate
- Secure a positive working relationship with the Local Governing Body
- Provide information, objective advice and support to the Trust to enable it to meet its statutory responsibilities
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents/carers and pupils/students
- Ensure that parents/carers and pupils/students are well informed about curriculum achievement and progress and are able to understand targets for improvement
- Develop and encourage good relations between the school and the wider local community
- Work closely with other Academies in the Trust
- Work with other schools and partners, locally, nationally and internationally, as appropriate.

# Person Specification

Essential on appointment	Desirable, but could be gained after appointment
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• An advanced qualification in the education of pupils/students with additional and/or complex needs</li> <li>• NPQSL and NPQH</li> </ul>
<p><b>Teaching experience</b></p> <ul style="list-style-type: none"> <li>• Substantial and recent experience of teaching pupils/ students who have speech, language and communication needs, including autism, to a high standard</li> <li>• Experience of working effectively with young people who present with a range of challenging behaviour and may have social emotional and mental health needs</li> </ul> <p><b>Professional skills</b></p> <ul style="list-style-type: none"> <li>• Proven ability to demonstrate and lead outstanding classroom practice, including innovative curriculum development</li> <li>• Proven ability to use assessment effectively to inform pupil/ student progress and to analyse data to help the target setting process</li> <li>• Evidence of successful inter-agency and multi-agency partnership working, including with parents/carers</li> </ul>	
<p><b>Leadership and management</b></p> <ul style="list-style-type: none"> <li>• Evidence of successful and recent experience in a senior leadership and management role in a school setting</li> <li>• Evidence of successful joint strategic leadership with a governing body</li> <li>• Proven ability in building and leading a staff team, including a dynamic Senior Leadership Team</li> <li>• Evidence of successful experience in developing initiatives and managing substantial cultural and operational change</li> <li>• Evidence of highly effective leadership of school improvement planning and school self evaluation processes, including appraisal, formal monitoring and reporting to governors</li> <li>• Evidence of effective delegation and distribution of leadership to staff and effective follow-up to ensure tasks are completed to a high standard</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of innovative and creative work with parents and carers.</li> <li>• Recent experience of Ofsted inspections and/or monitoring visits</li> </ul>

Essential on appointment	Desirable, but could be gained after appointment
<p><b>Leadership and management (continued)</b></p> <ul style="list-style-type: none"> <li>• Ability to analyse situations, prioritise and to help to implement realistic, sometimes innovative, solutions in a timely manner</li> <li>• Proven ability to robustly tackle staff under-performance</li> </ul>	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge and experience of current good practice and developments in special education and mainstream provision, including Ofsted frameworks and requirements</li> <li>• Knowledge of how the new National Curriculum Programmes of Study can guide curriculum planning, including managing the transition to a revised, refreshed and creative curriculum</li> <li>• Knowledge of new arrangements for Y11 attainment and how pupil/student progress can be effectively demonstrated following the removal of National Curriculum levels</li> <li>• Knowledge and understanding of the opportunities provided by various post-16 pathways and destinations, including the FE sector, traineeships and apprenticeships</li> <li>• Knowledge of successful practice in relation to the teaching of pupils/students with ASD</li> <li>• Knowledge of how to promote independence and advocacy skills in children and young people with a range of special needs, including ASD</li> <li>• Knowledge of how to provide effective pastoral support for different groups of pupils/students, including deep knowledge of positive behaviour support and effective approaches to supporting young people's emotional wellbeing and mental health</li> <li>• Knowledge of current best practice and initiatives in relation to Safeguarding and Child Protection, including the most recent and high profile national agendas.</li> <li>• Commitment to own continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Particular strengths and/or interests in certain curricula areas</li> <li>• An active interest in educational research.</li> </ul>
<p><b>Personal skills</b></p> <ul style="list-style-type: none"> <li>• Develop and communicate a clear strategic vision for school improvement allied to a well-articulated plan of action</li> <li>• Generate enthusiasm for new ideas in both pupils/students and staff, and inspire others with confidence and professional autonomy</li> <li>• Communicate effectively to a range of different audiences, orally and in writing</li> </ul>	