A young boy with short brown hair, wearing a dark blue school sweater over a light blue collared shirt, is sitting on a colorful chair. He is looking down at a book he is holding. The chair has a grey top and a red base. The background is a blurred indoor setting with blue and green panels. A semi-transparent yellow box is overlaid on the bottom half of the image, containing the text 'HEAD TEACHER CANDIDATE INFORMATION'.

**HEAD TEACHER
CANDIDATE
INFORMATION**





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WELCOME FROM THE CHAIR OF GOVERNORS

Thank you for expressing an interest in Sheringham Woodfields School and our current vacancy for a Headteacher. I am sure many, if not all, schools feel they are unique. I believe that we can lay a better claim to that description than most. Here's why:

- We are an all through Outstanding provision able to support children and young adults from 3 years old up to and including 19. We work with some of the most complex needs children and young people in our community
- We have developed and work closely with families, healthcare professionals and other support agencies to provide our pupils with the best possible outcomes and support.
- Within the local area we are one of the biggest employers with a strong focus on continued professional development, supporting positive mental health and wellbeing whilst ensuring all staff are equipped to be able to do their job.
- We have recently managed the design and building of a state-of-the-art Physical Therapy Centre which is the most advanced facility of its kind in the UK, to better meet the ever changing needs of our pupils. This facility and others are used by the school and the wider community on a daily basis.
- The location of the School is one of North Norfolk's best kept secrets. Sheringham is a thriving town within an area of outstanding natural beauty. Our setting is stunning; how many schools do you know where you can see the sea from the front doors? In a demanding setting like ours, wellbeing is even more important; our location is just one factor contributing to the high morale within the school.
- We are one of the largest suppliers of short breaks in the county, providing after-school and holiday clubs for both our pupils and those from other schools across Norfolk.
- Our engagement with the wider community, and support for parents and carers, extend well beyond the school day and term time. We are there for our community whenever they need us.
- We have close working links with, and are fully supported by, our District and County Councils and our local MP.

I hope your application progresses successfully and look forward to the opportunity to welcome you into our school in due course.

Best regards,

S C Thurlow

Mr Steve Thurlow
Chair of Governors

“We learn how to think about our emotions and have Sensory Rooms where we can go to learn”



ABOUT THE ROLE

If you're an innovative, experienced senior leader, keen to develop your career within a forward thinking and progressive School, there's simply no better opportunity for you. Join our team and you'll be part of an ambitious school community, offering excellent professional development, creative collaboration and state of the art facilities, all with the sole purpose of making the lives of the pupils we serve better, richer and more rewarding.

Reporting to the Governing Body, the position calls for a self-directed and highly motivated individual. As Head Teacher you will have responsibility for the day-to-day strategic management and running of Sheringham Woodfields School whilst also playing a key role in the development of SEND support and strategies across the county of Norfolk.

You will work alongside a friendly and highly skilled team of passionate and caring staff, contributing to developing the existing educational practice and providing inspirational, dynamic leadership for approximately 150 teaching and nonteaching staff.



“I’ve learnt about lots of things that I can do on my own now, like make my own videos on computers”

WORKING TOGETHER – HOW THE GOVERNING BODY WORKS WITH THE SCHOOL

We have a dynamic and effective Governing Body that engages and supports the Senior Leadership Team at many levels.

We have developed a balanced team including staff, parents and co-opted Governors with backgrounds in education, further education and the corporate world. Three of our co-opted Governors including our Vice Chair, and our Staff Governor have only been on the Board for a little over two years. On the other hand, we have a Parent Governor who is now in her third term of office. We have nine Governors in total.

We have fostered an ethos of respectful challenge where decisions are questioned, and positions justified.

We see our role as a critical friend to the Headteacher and SLT; their biggest supporter in public and biggest critic in private.

We are not autocrats and we are not always right, and we are not precious about our decision making. “That’s the way we’ve always done it” is the right way to go we will support it, but we will ask the question first.

The Chair and Vice Chair meet with the Headteacher each week to discuss strategy and issues needing our attention, and to provide a sounding board for the Head to test ideas and iron out alternative solutions to problems. We provide an external perspective and a safe, risk-free environment to openly explore options and alternatives. Our discussions are always frank, candid and constructive.

The full Governing Body meets once each half-term, typically for around two hours. Our Deputy Heads attend each meeting to report on curriculum and safeguarding respectively and our Business Manager attends to report on budgetary, personnel and facilities issues.

Governor attendance is excellent; we have never failed to have a meeting because of not being quorate.

The Local Authority Governance Services Team regard us as one of the most robust and effective Boards in the county.

Mr Steve Thurlow
Chair of Governors



OUR VALUES

Our mission statement shows the core beliefs and values of Sheringham Woodfields School. The Woodfields Tree encompasses the thoughts and opinions of all pupils and staff. The themes and strands are extended in all the work we do.

Belonging

- Working with others
- Having friends
- Being part of a team
- Feeling valued
- Being part of a community

Doing well

- Learning new skills
- Meeting challenges
- Feeling proud
- Sharing our success
- Using our learning

Thinking of others

- Looking after each other
- Sharing
- Everyone should be kind to their friends
- Remembering to say please and thank you

Having fun

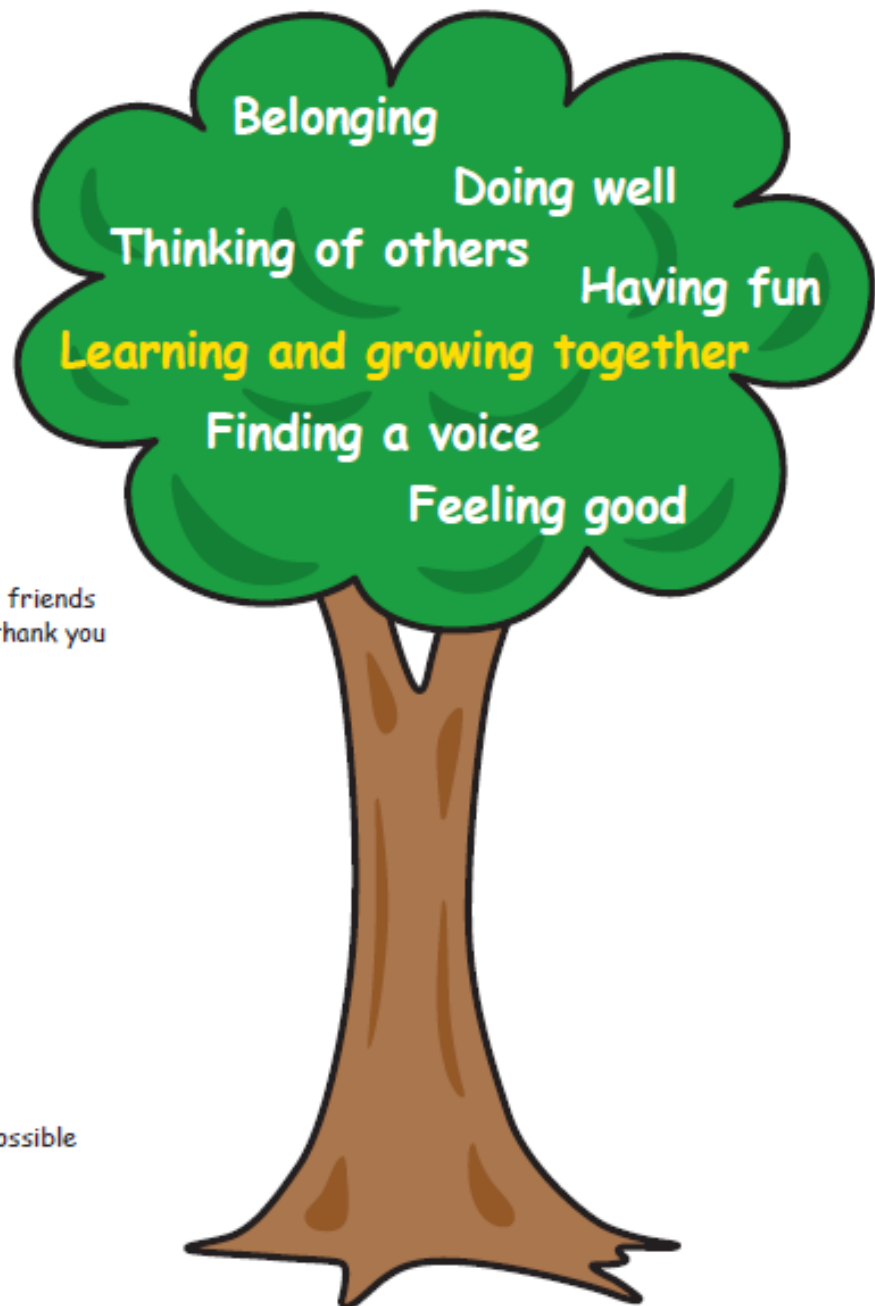
- Learning because we are happy
- Playing with friends
- Being eager and excited
- Being confident

Finding a voice

- Listening to everyone
- Speaking up for myself
- Making choices
- Giving me ideas

Feeling good

- Taking exercise to be as fit as possible
- Eating healthy food
- Feeling safe
- Knowing who can help us
- Managing difficult times





SCHOOL SEF SUMMARY

Context of the school

Sheringham Woodfields is a Complex Needs Special School for pupils from ages 3 to 19. Though built for 90 pupils (110 at last OFSTED) we have had to increase numbers to 147 pupils to help meet the demand for places in Norfolk and in particular respond to the growing number of Tribunals. Our pupils come from a wide geographical area some travelling over 40 miles to be with us.

All pupils have an EHCP and have abilities ranging from P1 to Entry Level 3. There is a wide range of needs including autism, sensory impairment, physical disability, developmental delay, communication difficulties and complex medical needs.

Our school has excellent facilities and highly skilled staff enabling a wide range of approaches to be used to meet our pupils' needs and to provide a fun and challenging curriculum enabling all pupils to make progress. These include hydrotherapy, sensory room, rebound therapy, signalong, intensive interaction, yoga, counselling, and a wide range of ICT equipment including AAC devices. In October 2020, our new Therapy Centre opened with a rebound hall with floor based trampoline and a fully equipped Sensory Integration studio, which will also offer space for other physical therapies.

Learning is extended in the community with our own charity shop in Sheringham town and work experience with a number of local businesses. A high number of educational visits extend this learning with opportunities to practice and develop skills in practical contexts such as shopping, road safety, independent travel, use of community sports facilities, local attractions and natural environments.

We provide support and training to other schools in order to help them meet their pupils' needs through the School-to-School Support referral system, a programme of training to staff in local schools.

The leadership team is now well established, following a number of years of absences for maternity leaves. We also have a settled and experienced teaching staff and so we have begun the appointment of TLR roles to create a model of distributed subject leadership.

During the pandemic, the SLT with agreement of Governors agreed to pause major school improvement plans in order to concentrate on supporting pupils, their families and staff.

We were particularly conscious of the vulnerabilities of our families and the need for our support as well as staff well-being and workload as they delivered face-to-face as well as remote learning, provided learning resources to families and continuing their welfare checks on families.

The overwhelmingly positive responses from families and the way pupils were able to return to school after lockdown successfully and re-engage quickly with learning shows this was the right approach.

On the following 4 pages you will find our summary within the areas of Personal Development, Quality of Education, Leadership and Management and Behaviour and Attitudes.



Personal Development is Outstanding

- The school's individual approaches, flexibility and creativity ensure that all pupils are provided with rich experiences in school to broaden their horizons, stimulate interests and develop new skills and understanding. The school achieves this by a large number of educational visits, whole school SMSC events (including enrichment week), residential and as well as strong links with many community organisations.
- In our latest Parent survey, 100% believe the school supports their child in developing an SMSC understanding
- Pupil premium funds are used in a focused way to ensure these pupils receive the same opportunities and experiences as their peers.
- The school provides after school and holiday clubs to pupils through the short breaks programme.
- The school works with pupils, families and health professionals to promote good physical and mental health, this includes counselling, yoga, Indian head massage, Healthy Smiles program, as well as individual pupil programs to support personal hygiene, puberty, haircuts and attending appointments.
- In our latest Parent survey, 97% agree the school teaches their child to develop a healthy lifestyle.
- The school's curriculum and SMSC programme ensure all pupils have experience of a diverse range of cultures and faiths and tolerance, understanding and appreciation are promoted.

Quality of Education is Outstanding

Intent:

- The SLT have a wide range of experience in SEND at all ages and stages giving them a strong understanding of the curriculum needed for our pupils to thrive and ensure this is understood and implemented by staff across the school.
- The school has a flexible and adaptive approach to the curriculum which enables priorities for each child to be pursued, whether physical therapy, mental health, NC subjects or elements of cultural capital.
- The well sequenced curriculum and the flexibility for individualisation ensures all pupils can build on prior learning and make progress.
- The curriculum follows three broad paths, which adapt to the needs of each pupil over time to ensure they are prepared for their next steps including post 19 and includes all elements of EHCPs, physical therapies and other approaches.
- All school staff have a shared understanding of our curriculum intent to ensure the opportunities it gives are available for all pupils.
- Monitoring shows pupils learning follows our curriculum aims and that pupils make progress over time and their work is of a consistently high quality.



Implementation:

- Teachers have a good understanding of the curriculum and new TLR post holders and regular Teaching and Learning meetings give additional training and support to staff.
- The curriculum long and medium term plans have been written by groups of staff, thus drawing on their experience and expertise to support all teachers.
- Assessment systems are tailored to different groups of pupils to ensure they are the most relevant and can be used to effectively to inform their planning.
- Planned assessment systems will greatly reduce workload for all staff and ensure success is shared with parents who will become more active participants in their child's learning.
- Reading has a high priority across the school, from reading for pleasure, functional literacy and to encompass word and symbol based writing.
- A whole school phonics system is used to ensure pupils make good progress in reading.
- All class based staff trained in Twinkl Phonics
- Monitoring shows pupil's work is relevant, engaging and at a challenging level to their ability.

Impact:

- Pupils achieve highly in all areas of our curriculum including academic subjects to Entry Level certificate, EHCP outcomes, accredited courses at a range of levels, driving theory independence and life skills, and work experience.
- Staff know their pupils well, have high expectations and are also familiar with learning and approaches throughout the school and so are successful in preparing pupils for their next steps, whether within school or post 19 settings, we have never had a NEET.
- Assessment data shows disadvantaged pupils achieve in line with their peers.
- Rigorous assessment ensures pupils are challenged and gaps in learning are identified and addressed.
- Learning is extended into real life situations and practise these skills in the community through educational visits and work experience.
- Whole school reading approach ensures pupils read at their many different levels, from fluent readers of fiction, reading for information such as instructions/directions/recipes to symbol based reading to support independence and understanding.



Leadership and Management is Outstanding

- Robust self-evaluation with a clear and focused improvement plan allows the SLT and Governors continue to drive improvements in the education for all pupils. Professional development and improving teaching are priorities and begin with quality staff induction, training, weekly Teaching and Learning meetings, staff collaboration on curriculum development and robust appraisal and monitoring of staff performance.
- The SLT allows staff to develop their teaching skills with the freedom to be flexible and creative to ensure all pupils are able to achieve success, enjoy their learning and make progress.
- SLT are effective in supporting all staff with issues, and our well-being survey indicated high levels of trust in the team.
- There is regular engagement with staff over wellbeing and workload to resolve issues and support staff including half termly wellbeing and workload meets for all class leads with the Head Teacher.
- Exit interviews show when issues are raised the SLT deal with them effectively.
- SLT engage successfully with all pupils and grow positive relationships with them and their families, which starts with transition visits to school as well as home visits.
- Pupil premium funds are used effectively in a targeted way to ensure that all pupils make the same progress and have equality of opportunity.
- Covid catch up funds are targeted in key areas to ensure systems are in place to maximise learning opportunities and make up for opportunities lost during lockdowns.
- Pupils take an active part in the community, from pupils staffing our shop, using local facilities or work experience in local businesses. We support Norfolk schools through the S2S service and provide a wide range of work experience opportunities to local schools, colleges and Universities.
- Governors are well trained and have accurate information about the school from data, self-evaluation reports and visits enabling them to understand the performance of the school and so provide challenge to the SLT and ensure the school continues to improve.
- The school has excellent safeguarding procedures which are regularly reviewed by the LA to confirm this.
- School resources are managed well, is regularly monitored by Governors to ensure the school achieves value for money and uses its resources in a highly efficient manner.
- Through training Governors are knowledgeable of their statutory duties and ensure the school is compliant in all areas, including Safeguarding.
- 100% of parents say the school is led and managed well.



Behaviour and Attitudes is Outstanding

- Pupils across all key stages show very positive attitudes towards their learning.
- Behaviour and safety has a high profile in the school ensuring pupils learn the skills they need to keep themselves safe, to regulate their behaviour and learn appropriate social skills in order they can have as full and as independent future.
- Staff, parents and pupils work together positively to ensure the above is achieved including reward systems, Support and Intervention Plans and support from outside agencies.
- Though many pupils display challenging behaviour there have been no exclusions over past three years.
- Pupils' behaviour outside lessons and in the community is excellent.
- Staff have excellent behaviour management skills and are continually using these to support pupils to manage their own emotions and behaviour.
- 97% of parents say the school teaches their child strategies to improve their behaviour.
- Staff use creative and flexible strategies to help pupils to overcome barriers and help them to succeed.
- Over time pupils learn to regulate their own behaviour which reduces the need for physical intervention and in many cases the need for a Support and Intervention plan.
- Through PSHE pupils are made aware of the many forms of bullying at levels appropriate to their cognition.
- Pupils feel safe at school and have many opportunities to improve and practice their skills in keeping themselves safe.
- 100% of parents say the school teaches their child skills to keep themselves safe.
- Pupils are well supported to develop their social behaviour and moral understanding.

Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development is Outstanding

The promotion of pupils' SMSC development is evident throughout the school, through themed days, visits, visiting professionals, staff creativity and enthusiasm. Our pupils experience a rich curriculum and opportunities in the community to promote their social, moral, spiritual and cultural learning. Staff are very aware of the need for SMSC experiences and this is evident from lesson observations, as well as having staff meeting time devoted to sharing good practice.

The safeguarding arrangements in school are effective and have been externally verified by an LA adviser.

Sheringham Woodfields School is an **Outstanding** School



KEY INFORMATION

Address	Sheringham Woodfields School Holt Road, Sheringham, Norfolk, NR26 8ND
Website	www.sheringhamwoodfields.co.uk
School type	Foundation School (part of Trust Norfolk-SEN)
Pupils on roll	146
Age range of pupils	3-19
Admission requirements	Pupils must have an EHCP to be considered for a place at Sheringham Woodfields School
Group Size	6 – Head Teacher Salary L29-L35
DfE number	926/7007
Ofsted details	Outstanding judgement secured January 2019 Ofsted number: 121258
Catchment area	From across all of Norfolk
Staff employed by the School	150
Making arrangements to visit the school before the closing date	Please contact James Stanbrook, Head Teacher, on 01263 820520 or via head@sheringhamwoodfields.norfolk.sch.uk to arrange a suitable time to visit. It is expected that anyone applying for the role will have visited prior to submitting their application form.
How to apply for the position	Please visit the School website's vacancies page to read our detailed advert and to start the online process of application. https://sheringhamwoodfields.co.uk/about-us/vacancies/ Please note that the school can only consider applications that have been submitted by the deadline. Partially completed and/or late applications will not be accepted.
Closing date for applications	10 th November 2022, midday
Interview dates	Shortlisted candidates need to ensure they are free on both 22 nd and 23 rd November 2022 to attend the interview process here at Sheringham Woodfields School
Interview arrangements	Further information about the interview process will be shared with candidates that are shortlisted. Food and refreshments will be provided for all shortlisted candidates when attending the 2-day interview process. The school will be able to support with highlighting appropriate accommodation close to the School should this be needed



Finding us



Sheringham Woodfields School
Holt Road
Sheringham
Norfolk NR26 8ND
Tel: 01263 820520

From King's Lynn & Fakenham
Follow the A148 through Holt and Bodham, following signs to town centre. At the roundabout turn left. Take the next left (Holt Road).

From Norwich & Aylsham
Come in on the A140, turn left at Roughton, through Felbrig. Turn left towards Sheringham (A148). Turn right towards town centre. At the roundabout turn left. Take the next left (Holt Road).

From North Walsham & Cromer
From the A149 follow one-way system in Cromer, following signs to Holt & Sheringham (A148). Turn right towards town centre. At the roundabout turn left. Take the next left (Holt Road).

The school is situated on the same site as Sheringham High School - just follow the drive to the top where you will see our car park.

By Train
Sheringham is the nearest railway station. We are a 3/4 mile walk from the station.



SENIOR LEADERSHIP TEAM

The Leadership team is made up as follows:

Head Teacher James Stanbrook	Leadership and Management, Ofsted and Standards, Admissions, School Self Evaluation and Appraisal
Deputy Head Teacher Annette Maconochie	Quality of Education, Moderation, Assessment, ECT Lead
Deputy Head Teacher Michael Smith	Safeguarding, Behaviour, Attitudes and Personal Development including Family Support
Assistant Head Teacher Catherine Holyland	Social, Emotional Wellbeing and development, Therapy Provision Lead, Designated Mental Health Lead
Assistant Head Teacher Nicola Stewart	SENCO, EHCP monitoring, HI/VI/MSI Lead, Transition of new pupils, Medication and Care lead.
School Business Manager Matthew Smith MBE	Finance, Budget responsibility, HR, Administration, Marketing, Health and Safety, Site and Fundraising





CLASSES

Class Name	Year Groups	Curriculum coverage	Curriculum level
Dolphins	Years R-2 10 pupils	EYFS	Mix or formal and informal
Shells	Years 2-5 10 Pupils	EYFS / KS1	Informal
Seals	Years 1-6 10 Pupils	KS1	Formal
Seahorses	Years 2-6 11 Pupils	KS1	Formal
Turtles	Years 4-6 10 Pupils	Lower KS2	Formal
Birch	Years 5-8 10 Pupils	Lower KS2	Formal
Pine	Years 6-9 12 Pupils	Upper KS2	Formal
Chestnut	Years 3-7 7 Pupils	KS1	Informal
Rowan	Years R-10 6 Pupils	EYFS / PMLD	Pre-formal
Ash	Years 10-14 4 Pupils	KS4/5	Formal
Oak	Years 8-10 13 Pupils	KS3	Formal
Willow	Years 8-12 7 Pupils	KS3	Informal
Beech	Years 8-12 10 Pupils	KS3	Formal
Elm	Years 6-12 6 Pupils	PMLD	Pre-formal
Sycamore	Years 10-14 8 Pupils	KS4/5	Informal
Maple	Years 11-14 12 Pupils	KS4/5	Formal

THE FUTURE OF THE SCHOOL

We have so much to look forward in the coming years.

- The continued development of the formal and informal curriculums will ensure the School better meets the needs of all pupils on roll and allow for an individualised learning plan with tailored outcomes and goals.
- We are in the exploratory stages of a further expansion on land adjacent to the school. We have the full support of the LA and agreement in principle to proceed. The development would add the capacity for a further 40 pupils.
- We have a fantastic reputation with parents and professionals across Norfolk. Families want their child to come to us. Admission applications regularly exceed 10 applications for each available place and we have a substantial list of families and children wanting to secure a place here. Over the coming years further work will need to be done in collaboration with the Local Authority to ensure we are able to meet said demands.



“I can get around the school easily because they have made the corridors wide enough for me to feel safe”



JOB DESCRIPTION

Job title	Head Teacher
Grade:	Leadership scale ISR L29-L35
Responsible to:	Chair of Governors

Professional duties

- To lead and manage the School; providing a vision and setting a culture that puts the children's welfare, a thirst for learning and a desire for continual improvement at the heart of what we do.
- The Headteacher shall carry out their professional duties in accordance with:
 - Safeguarding legislation
 - The Current School Teachers Pay and Conditions Document
 - Current Headteachers' Standards
 - School Policies.

Specific Responsibilities

The Head Teacher will focus on the strategic development and growth of the school, curriculum development and scrutiny, pastoral care and EHCP Outcomes, relations with parents, the community and professional development through:

Strategic Leadership and Management

- Play a key role in the external environment to influence and drive key policy and improvement in terms of the delivery of SEND services and education across Norfolk. Collaborate to raise standards through shared extended services, activities and innovative initiatives.
- Working with the governing body provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school to raise standards of achievement.



- Ensure that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintain a record of self-evaluation and areas for improvement, and of progress made in respect of these (specially drafting the School Improvement Plan)
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Consult and communicate with the governing body, staff, pupils, parents and carers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.
- Arrange for a suitable person to assume responsibility for the discharge of their functions as Head Teacher during breaks and absences away from the school.
- Work with the LA, other schools, parents and NPLaw regarding school admissions

Quality of Education

- Lead and manage quality of education throughout the school,
- To ensure all pupils receive a broad and balanced curriculum, and that their curriculum intent matches pupil needs and prepared them for the next steps,
- Develop, implement and evaluate the school's policies, practices and procedures in accordance with guidance and legislation,
- To ensure that there are rigorous processes for the monitoring of the implementation of the curriculum through lesson observation feedback, learning walks and planning monitoring,
- Securing improvement in teaching through high expectations of the Leadership Team and effective professional development,
- Implementing the curriculum and assessment policies and schemes of work being used by the school and ensuring that they are flexible enough to meet the needs of all pupils,
- Creating and maintaining effective partnerships with parents to improve achievement and personal and social development.

Behaviour and Attitudes

- Promote the safety and well-being of all pupils and staff,
- Ensure that all school systems, organisations and processes are well considered, efficient and fit for purpose,
- Promote a culture/ethos of continuous dialogue including an open door policy to ensure all pupils, staff and visitors feel listened to,
- Ensure the school meets all the requirements regarding Looked After Children,
- The skills to be able to interpret behaviour as an expression of need



Leading and Managing Staff

- Line manage, support and empower SLT members and other named postholders,
- Develop, lead and manage clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range. Promote and maintain a culture of high expectations for self and others
- Organise and deploy resources within the school,
- Promote harmonious working relationships within the school,
- Maintain relationships with organisations representing teachers and other members of the staff,
- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments,
- Promote the participation of staff in relevant continuing professional development,
- Participate in arrangements for the appraisal and review of their own performance.

Personal development

- Sustain the culture of nurture and support to ensure the barriers to learning are broken down, to give bespoke support to the child and the whole family, to enhance their progress



PERSON SPECIFICATION

Job title Head Teacher
Grade: Leadership scale ISR L29-L35
Responsible to: Chair of Governors

Person Specification: When completing your application form please explain clearly and succinctly how you meet the criteria in the table below. The interview and selection process will include assessment on the criteria using the methods below:

- Application form
- Formal interviews conducted over the 2 days
- Warner Interview
- Presentation / Project task
- Analysis of School data
- Time with the School Council

	Criteria
Qualifications	<ul style="list-style-type: none"> • Qualified to Degree level and hold Qualified Teacher Status. • National Professional Qualification for Headship (NPQH) and/or additional relevant post graduate education in the field of education or social work would be advantageous but not essential.
Personal qualities	<ul style="list-style-type: none"> • A natural leader with the ability to influence others and make independent decisions. Open to change and willing to embrace when necessary specific ways of working or strategic plans that enhance individual student success. Vigilant and rigorous in promoting good practice with the school at all times • An engaging and social personality with the ability to communicate effectively both internally within the school and externally with key organisations. Able to represent and lead the school in a positive way. • Able to make objectively based strategic decisions utilising all data available. Demonstrating sound decision-making ability particularly with regard to long term goals and vision for the school. • Well organised and self-disciplined with the ability to follow and ensure that procedures and standards are upheld. Driven to ensure the school delivers a top level of education but flexible to students needs thus allowing them to achieve the very best they can and meet their full potential. • Able to work well under pressure and within a changing environment. Confident and able to maintain a calm demeanour. Vigilant and able to form



	<p>trusting relationships with staff, students and other organisations. Driven to succeed.</p> <ul style="list-style-type: none"> Someone who is able to have a hands on presence and are able to recognise when staff or pupils need support particularly around managing complex behaviours.
Experience	<ul style="list-style-type: none"> Experience as a Head, Deputy or Senior Leader within an education setting (within a special education setting is preferable) Experience working with children with complex social, emotional and mental health needs. Experience leading school improvement and engaging a range of stakeholders including Ofsted or other regulatory bodies Experience Teaching to a high standard, preferably within specialist education setting Experience of challenging poor performance against school policies and standards and having difficult conversations with staff
Professional knowledge	<ul style="list-style-type: none"> Understanding of high-quality teaching, and the ability to model this for others and support others to improve Understanding of curriculum planning aligned to school aims and student needs and ambitions In-depth knowledge of Safeguarding and child protection systems, processes and arrangements Working knowledge of SEND Code of Practice Understanding of therapeutic education theory and practice Strong understanding of local, regional and national policy environment Understanding of Ofsted Inspection Framework Knowledge of health & safety requirements within specialist education setting Recognises the unique and special structures within a Complex Needs School and the need for distributed leadership.
Professional skills	<ul style="list-style-type: none"> Knowledge and understanding of strategic and school improvement planning including monitoring and review



	<ul style="list-style-type: none">• Demonstrate skills in terms of clear communication with all key stakeholders, giving regard to the different methods of communication used within the School• Working knowledge of ICT Systems and practices to enhance outcomes for pupils and to support with efficient ways of working• Experience of leading and organising an education setting such as ours with regard given to the large number of staff and professional bodies linked to and working for the School• Positive People Management with a view on developing and support all staff to be the best they possibly can
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Sheringham Woodfield School
Holt Road | Sheringham | Norfolk | NR26 8ND
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