



Whiteheath
Education Centre

**Head Teacher Appointment Pack
2018**

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Welcome from the Chair of Governors



Dear Candidate,

Thank you for your interest for the above vacancy which has arisen due to the appointment of our current Head Teacher to the post of HMI. Please find enclosed an application pack. Further details can be found on our website www.whiteheath.org and by visiting the service.

We are the Home & Hospital Tuition Service for the borough of Sandwell, providing education for young people who are experiencing ill health or trauma of a psychological/psychiatric nature. Our vision is to provide every young person we work with the skills and qualities they need to become an independent adult. We achieve this by providing a personalised curriculum within a nurturing, therapeutic environment.

We currently operate on 3 sites:

- at our Whiteheath Centre base in Rowley Regis
- in individual pupils' homes for home-tuition.
- in our classroom at Sandwell General Hospital

We have built a highly successful Service with an excellent reputation. In January 2018 we retained our 'Outstanding' judgement from Ofsted previously awarded in both 2010 and 2013. The majority of our students make exceptional progress and we have high expectations for them to reach their potential. Parents rate the service highly, feel their children are safe and well supported here.

We are looking for a new Head Teacher to continue to maintain and improve the high standards and the strong reputation that we have worked hard to build. The successful applicant will have the passion, experience, specialist skills and knowledge to lead with emotional intelligence and to meet all the major essential criteria on our Person Specification. In addition, they should be able to successfully work with a wide range of professionals to meet fully the diverse range of pupils' needs.

Before applying you are recommended to visit the centre. Please telephone Whiteheath on 0121 561 6887 to arrange a mutually convenient time. We look forward to reading your application outlining your relevant experience and personal vision for inclusive education.

Yours sincerely,

Mary Parkes – Chair of Governors

Service Information

Who we are

We are the Home and Hospital Tuition Service for the borough of Sandwell, providing education for pupils who are experiencing ill-health or trauma of a psychological/psychiatric nature.

Our staff team works with young people:

- at our Whiteheath Centre base in Rowley Regis,
- in our classroom at Sandwell General Hospital
- in individual pupil's homes for home-tuition.

We provide a safe and supportive environment where pupils can achieve their potential academically, emotionally and socially while they are unable to attend mainstream service.

Pupils receive a full-time education or a reintegration programme with our Service and have access to a wide and varied curriculum of academic, vocational and enrichment courses. They are supported by specialist teachers, a counsellor, mentor and the Sandwell Service Nursing Service as well as other agencies, including CAMHS and Connexions.

Our pupils achieve the academic qualifications which enable them to move on to college or training placements. We also equip them with the life skills and resilience to enable them to cope with personal challenges.

The Service's equal opportunities policy ensures that there is no discrimination against any group or individual, regardless of faith, ethnicity, gender, sexuality, political or financial status. We seek to ensure that pupils develop values which are acceptable in the modern British society of which they are a part. All staff contribute to these values through our tutorial system, assemblies and the general interaction between pupils and staff, in which guidance plays an important part.

Pupils are encouraged to respect the civil and criminal laws of England. Through the PSE programme pupils are taught about Britain's democratic parliamentary system. They have visited the Houses of Parliament in London and participated in mock elections.

Our Values and Ethos

Our vision is to provide every young person with the skills and qualities they need to become an independent adult. We achieve this by providing a personalised curriculum within a nurturing, therapeutic environment. We have high expectations for every young person to fulfil their potential. Fostering and promoting equality, diversity and mutual respect is at the core of everything we do.

Our motto:

“Creating opportunities together.”

Whiteheath Education Centre

Centre in Rowley Regis offers pupils a full time or re-integration programme as an alternative provision to mainstream education

Home Tuition

Pupils are given a minimum of 5 hours one to one tuition with specialist teachers in their homes

Hospital Tuition

Depending on the severity of a child's medical condition they are taught in the hospital classroom or at their bedside

Current Service Strengths

All pupils at the service have a special educational need and/or disability. These pupils are supported effectively and usually do very well from their starting points. Disadvantaged pupils are supported well by the pupil premium, which is used effectively to bolster self-esteem and academic progress. Pupils usually leave the service with much more confidence than when they started. They achieve a good range of relevant qualifications. Careful and painstaking work with each pupil, which includes good careers advice and guidance, helps to prepare them well for the next stage in their education or training. Where appropriate, pupils go on to study for level 3 vocational qualifications or A levels.

Safeguarding is effective – pupils feel safe when they are at the service. They know who to turn to if they have concerns and are confident that issues they raise will be acted on. Instances of bullying or aggressive behaviour are rare. If they do occur, they are dealt with swiftly and effectively. Systems for safeguarding pupils are strong. All staff understand what to do if a safeguarding issue arises. Liaison with external agencies is frequent and service leaders are persistent in following up referrals made to children's social services or health services teams. Leaders and governors review safeguarding arrangements regularly, including through regular external audits. Leaders promote a culture of vigilance among the staff. All safeguarding arrangements are fit for purpose and records are detailed and of high quality.

The service provides a calm and safe environment for pupils. It helps pupils grow in confidence and develop personally as well as academically. Staff know individual pupils and their circumstances very well. Care and support for pupils are tailored and effective. Careful organisation helps to ensure that the service is an orderly community. Pupils usually behave well and work hard in lessons. Lessons are well organised and pupils work productively. They move about the service sensibly and are at ease with each other during well-supervised break and lunch times.

Middle leadership of key areas has been strengthened by new appointments. These new middle leaders are injecting greater pace into lessons and refreshing expectations of what

pupils can achieve. A significant number of new staff have joined the service since the last inspection. They are inducted and supported well. Not all have recent experience of working in this sort of setting but it's very small size means they can get to know pupils and the systems that support them very quickly. Senior leaders are working very hard to support teachers in responding to the change in pupils' needs.

New assessment procedures are providing a stronger starting point for robust target setting and more regular checks on pupil progress. Careful planning in the best lessons ensures that teaching is matched to pupils' individual needs and interests.

Attendance is improving. The service works well with external agencies to reduce poor or irregular attendance. Most pupils' attendance is much better than it was at their previous service. Punctuality to lessons is good. A significant number of pupils who were previously taught at home are now attending the Centre.

Governance is very good. The chair of the Management Committee has a wide breadth of relevant experience and is very well supported by skilled and enthusiastic governors. Statutory responsibilities are discharged well.

Head Teacher – Who are we looking for?

The Head Teacher will:

- believe in the potential of all our pupils to achieve the best outcomes for them, from their varied starting points.
- ensure that pupils are equipped with the knowledge and skills to become more engaged, confident and resilient as they continue their journey into learning or employment.
- develop an ethos of mutual respect, integrity, compassion and tolerance, providing an inclusive environment for all.
- have a track- record of working with vulnerable students
- provide effective leadership to ensure that standards of teaching and learning continue to improve, and teachers are supported to plan and teach effectively for the pupils' wide range of prior attainment and individual needs.
- be responsible for the monitoring of progress, through rigorous reports to the Board, and will be familiar with using data to benchmark and track pupil progress effectively.
- be responsible for achieving outcomes at a time of significant change and growth.
- be experienced, determined, and resilient with a clear focus on quality and improvement.
- The leadership style of the Head Teacher will be open, and collegiate and they will have experience of implementing equality and diversity in employment and service delivery.
- have experience of collaborative working with vulnerable families and multi -agency teams to support young people and their social, emotional, mental health and medical needs.
- continue to build good relationships with parents, carers, mainstream services and develop further effective partnership working with key stakeholders.

Job Description

Job Purpose (including main duties and responsibilities)

- To provide strategic and operational leadership and management that enables the service to give every pupil an outstanding education. The post holder will promote the highest possible standards of achievement and well-being to secure the long-term success of the service.
- To deliver the vision, values and curriculum of the Service to ensure that Whiteheath Education Centre has best practice in the re-engagement and education of young people, overcoming their barriers to learning, equipping them with the skills for future success and enabling their reintegration into mainstream provision or meaningful onward progression.
- To develop partnerships with local services and the wider community and meet the requirements of the Local Authority, Department of Education, Ofsted and examining bodies.
- To instil a creative and innovative style of leadership that inspires the pursuit of excellent educational standards and high aspirations for all pupils.
- To demonstrate a dynamic and professional leadership style which motivates staff, sets high expectations, enhances achievement and encourages rigorous and on-going self-evaluation.
- To create a culture that challenges prejudice, values diversity and promotes equality.
- To act as a member of the local governing body,
- The post holder will be required to carry out their duties in line with professional standards and codes of conduct.

Leadership, Strategic direction & development

- Work with the governing body to create the strategic vision, ethos and curriculum plan of the service and its leadership structure.
- Translate the service's vision and aims into operational objectives and plans, motivating and empowering others to carry the vision forward.
- Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Governing Body
- Provide dynamic, consistent and motivational leadership to the staff, children, families and wider community served by the service
- Deliver a curriculum model that will address the barriers to learning of young people attending Whiteheath Education Centre, re-engage them with learning, and ensure rapid progress to the point where they can successfully re-integrate into a mainstream setting or achieve meaningful onward progression.
- Implement robust and sustainable strategies to drive through changes necessary to deliver high quality services, within the service and for the broader community.
- Ensure high quality, multi-agency services are available to support the educational, behavioural and social needs of young people attending the service.
- Provide leadership support to partner services to influence their ability to manage young people who present with barriers to learning.
- Gain and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans.

- Ensure that the provision reflects the highest professional standards and receives positive OFSTED reports
- Ensure that effective systems for delivering high quality educational programmes to pupils referred to the service are developed and maintained.
- Recruit appropriately qualified and experienced staff and deploy staff effectively to ensure the highest quality of education is provided.
- Ensure that statutory requirements, the decisions of the Governing Body and the needs of the pupils, their parents/carers, commissioners and the community are met.
- Develop a service that is constantly seeking ways to learn and improve its performance.
- Ensure that the values, ethos, policies and procedures are relevant, fair, inclusive and consistently implemented.
- Be responsible for the management, development, and resourcing of policies.
- Manage the service effectively, ensuring the successful implementation of an innovative curriculum offer and the day-to-day smooth running of the service.
- Advise the Governing Body on the formation of the annual budget in order to ensure the service achieves its objectives.
- Take the lead in monitoring, evaluating and reviewing, health and safety, and risk assessment of the service budget and buildings.
- Deliver effective operational management for the Whiteheath Education Centre financial and physical resources
- Supervise the efficient management of the service budget.
- Supervise effective use and development of service premises and resources
- Act in accordance with legislation affecting the conduct of the service, particularly that governing health and safety matters and employment rights.

Teaching and learning

- Use a personalised curriculum, based on individual need and supported by the specialist model to motivate and incentivise young people to re-engage with education through alternative forms of learning.
- Lead on the design and implementation of the service's overall provision
- Lead on service development initiatives and monitoring/evaluation with a view to improving learning outcomes and pupil examination results
- Develop a purposeful and focused learning environment through the effective management of young people's behaviour and a joint learning approach for pupils and parents / carers.
- Ensure that the staffing structure enables a consistent and continuous service-wide focus on pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, track, evaluate and report individual pupil progress.
- Monitor, evaluate and review classroom practice and promote improvement strategies; aiming for outstanding standards of teaching and learning at all times
- Develop strategies that will promote 'Learner Voice' and involve pupils in a meaningful way in the future development of the service, treating them as partners in the learning process.
- Maintain high expectations amongst staff for the progress of all pupils.

- Take overall responsibility for discipline, pastoral care, safe-guarding and pupil progress.
- Ensure records and reports are available to parents/carers and outside agencies in line with data protection policy
- Develop a wide range of curriculum enrichment activities promoting the opportunities provided for pupils and families and the service community.

Pastoral Care

- Develop an ethos of mutual respect, integrity, compassion and tolerance providing an inclusive environment for all.
- Develop and give a high level of attention to effective relationships within the service and between the service and the local community.
- Develop strategies which promote the highest standards of behaviour and attendance.
- Achieve and promote a culture of high levels of aspiration within the service and between the service and the local community.
- Provide nurturing and attentive pastoral care for all pupils.
- Provide opportunities for pupils to understand and adopt healthy behaviours and lifestyles
- Provide opportunities for pupils to develop their spiritual, moral, social and cultural understanding
- Manage pastoral care, pupil welfare, anti-bullying and child protection procedures effectively

Partnerships

- Work in partnership with parents and carers to raise the educational standards, promote lifelong learning and improve outcomes for all.
- Create strong links and collaborative ways of working with all stakeholders including commissioners, the wider community and services, to achieve common goals.
- Work with commissioners to develop effective partnerships and robust procedures for the commissioning of places.
- To work with other public and voluntary sector agencies, and local businesses in the local community to develop curriculum opportunities
- Develop partnerships with the local Children's Services and other relevant agencies for the benefit of the young people.
- Assume ultimate responsibility for communication with parents/carers, commissioners and outside agencies.
- Engage with a wide range of community and business organisations; develop partnerships and opportunities for collaboration with local industries to support pupils developing awareness of the world of work.

Managing people & developing strong working relationships

- Advise the Governing Body on the recruitment and selection of staff.
- Ensure all teaching and support staff are fully informed of strategic and operational objectives.

- Provide inspirational leadership and guidance for staff.
- Establish staff roles and responsibilities, initiating and maintaining suitable staff performance management procedures and ensuring systematic and equitable professional development arrangements
- Implement the Services Appraisal policy and processes that will set operational and / or performance goals for all members of staff and which are clearly linked to the long term objectives as set out in the strategic and annual improvement plans.
- Ensure the development and implementation of effective HR policies and procedures for staff induction, professional development and performance review in line with service policy
- Encourage and manage the on-going professional development of staff ensuring that the CPD strategy is aligned with the strategic goals of Whiteheath Education Centre
- Create and develop an organisation in which staff recognise that they are accountable for the success of the service.
- Participate in Continuous Professional Development in pursuit of service improvement and disseminate learning to appropriate service staff.

Safeguarding young people

- Have due regard for safeguarding and promoting the welfare of young people ensuring that the child protection procedures are adopted and adhered to by the service.
- Ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.
- To ensure the safety and welfare of children, young people and vulnerable adults at all times.
- Report to the appropriate authorities any concerns relating to child protection or protection of vulnerable adults.
- Undergo an Enhanced Disclosure and DBS checks and obtain any other statutorily required clearance.
- Ensure all stakeholders have undergone the statutorily required clearance.

Health and safety

Employees are required to work in compliance with the service's Health and Safety policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the service. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals

In addition the post holder must:

- Ensure that they do not compromise the health and safety of others and themselves in the workplace; recognising the legal responsibility to take reasonable care for the

health and safety of him/herself and of the other people who may be affected by act or omissions at work.

- Co-operate with any legal steps the Service may take to fulfil its obligations under the Health and Safety at Work Act (HASAW). Refer to the Staff Handbook for the full Health and Safety policy.
- To uphold safe and efficient working policies and practices, undertake supervision and training and respect and progress equal opportunities.

Accountability

- Work closely with the Governors.
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning; high achievement and value for money.
- Present a coherent and accurate account of the service's performance in a form appropriate to a range of audiences, e.g. governors, commissioners and parents.
- Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement.
- Work with the governing body to regularly review own practice, set personal targets and take responsibility for own development.
- Carry out such other duties as required by the Board and are commensurate within the role

Person Specification

Qualifications	Essential	Desirable
Honours Degree and Qualified Teacher Status (QTS) or PGCE	Y	
Evidence of relevant professional development at senior leadership level	Y	
Relevant management development and training (preferably with NPQH)		Y
Post graduate qualification		Y
National SENCO Award		Y

Knowledge & Experience	Essential	Desirable
Experience of collaborative working with vulnerable families and multi-agency teams to support children and their families social, emotional, mental health and medical needs.	Y	
Statutory education frameworks	Y	
Strategic planning processes	Y	
Strategies for raising achievement and achieving excellence	Y	
Models of learning and teaching, behaviour and attendance management	Y	
Strategies for ensuring inclusion, diversity and access	Y	
Curriculum design and management	Y	
Strategic financial planning, budgetary management and principles of best value		Y
Legal issues relating to managing a service, including equal opportunities, race relations, disability, human rights and employment legislation		Y
The use of a range of tools and evidence, including performance data to support, monitor, evaluate and improve all aspects of provision including teaching and learning	Y	
Significant experience in a service, FE or training provider leadership position with a sustained record of improvement	Y	
Experience of developing partnership and learning between providers	Y	
Evidence of successfully leading and sustaining educational initiatives	Y	
Knowledge of the work of other agencies and opportunities for collaboration	Y	
A thorough knowledge and successful track record of delivery with vulnerable children and their families	Y	
Knowledge of strategies to deal with the most vulnerable children	Y	
Understanding of what constitutes progress in an alternative provision	Y	
Experience of the Common Inspection Framework (Ofsted)	Y	
Experience of managing and developing alternative provision		Y

Successful experience of involving the businesses and wider community in education		Y
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Philosophy and Values	Essential	Desirable
Commitment to Whiteheath Education Centres Vision and Aims	Y	
Commitment to developing programmes of study that address individual need	Y	
Commitment to self-evaluation and continuous improvement	Y	
Commitment to sharing effective practice	Y	

Leadership and Management	Essential	Desirable
Ability to develop and maintain a clear vision for alternative provision and lead others and to plan and deliver the curriculum	Y	
Lead by example	Y	
Demonstrable ability to lead, co-ordinate, delegate and empower	Y	
Evidence of successful management of staff performance	Y	
Ability to manage change and work under pressure of changing circumstances	Y	
Lead initiatives with partners	Y	
Experience of working collaboratively with other services/organisations	Y	
Leadership of alternative provision		Y

Skills and Abilities	Essential	Desirable
Ability to think and act strategically and to engage with a wide range of stakeholders and business leaders.	Y	
An inspirational leadership style that imparts confidence motivates staff, parents and pupils.	Y	
Ability to analyse and interpret information to make informed decisions and exercise good judgement.	Y	
Ability to create and maintain strong supportive relationships with Governors, parents, pupils, the community, commissioners, other services and education providers.	Y	
Ability to be innovative, creative and tenacious.	Y	
Skills, experience and ability to promote high quality teaching and learning to meet the needs of all pupils.	Y	
Superb communication and empathetic skills with the ability to relate effectively to all ages and backgrounds	Y	

Personal Qualities	Essential	Desirable
Strong leader able to create a successful team	Y	
An exceptional role model with high standards of integrity and approachability	Y	

Highly motivated	Y	
Calm under pressure	Y	
Flexible and collaborative	Y	
Excellent interpersonal skills	Y	
Ability to ask for advice and support where necessary	Y	

Safeguarding	Essential	Desirable
Evidence of a commitment to promoting the health, welfare and safeguarding of children	Y	
Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the service	Y	
The post holder will be required to have an enhanced DBS check when an offer of employment is made	Y	

National Standards of excellence for Head Teachers

Standard	Knowledge – Knows about...	Professional Qualities
Shaping the Future	<ul style="list-style-type: none"> • Local, national and global trends • Ways to build, communicate and implement a shared vision • Strategic planning processes • Strategies for communication both within and beyond the service • New technologies, their use and impact • Leading change, creativity and innovation 	<p>Is committed to:</p> <ul style="list-style-type: none"> • A collaborative service vision of excellence and equity that sets high standards for every pupil • The setting and achieving of ambitious, challenging goals and targets • The use of appropriate new technologies • Inclusion and the ability and right of all to be the best that they can <p>Is able to:</p> <ul style="list-style-type: none"> • Think strategically, build and communicate a coherent vision in a range of compelling ways • Inspire, challenge, motivate and empower others to carry the vision forward • Model the values and vision of the service
Leading Learning and Teaching	<ul style="list-style-type: none"> • Strategies for raising achievement and achieving excellence • The development of a personalised learning culture within the service • Models of learning and teaching • The use of new and emerging technologies to support learning and teaching • Principles of effective teaching and assessment for learning • Models of behaviour and attendance management • Strategies for ensuring inclusion, diversity and access • Curriculum design and management • Tools for data collection and analysis • Using research evidence to inform teaching and learning • Monitoring and evaluating performance • Services self-evaluation • Strategies for developing effective teachers 	<p>Is committed to:</p> <ul style="list-style-type: none"> • The raising standards for all in the pursuit of excellence • The continuing learning of all members of the service community • The entitlement of all pupils to effective teaching and learning • Choice and flexibility in learning to meet the personalised learning needs of every child <p>Is able to:</p> <ul style="list-style-type: none"> • Demonstrate personal enthusiasm for and commitment to the learning process • Demonstrate the principles and practice of effective teaching and learning • Access, analyse and interpret information • Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement • Acknowledge excellence and challenge poor performance across the service

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Developing Self and Working with Others</p>	<ul style="list-style-type: none"> • The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD) • Strategies to promote individual and team development • Building and sustaining a learning community • The relationship between managing performance, CPD and sustained service improvement • The impact of change on organisations and individuals 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Effective working relationships • Shared leadership • Effective team working • Continuing professional development for self and all others within the service <p>Is able to:</p> <ul style="list-style-type: none"> • Foster an open, fair, equitable culture and manage conflict • Develop, empower and sustain individuals and teams • Collaborate and network with others within and beyond the service • Challenge, influence and motivate others to attain high goals • Give and receive effective feedback and act to improve personal performance • Accept support from others including colleagues, governors and the Local Authority
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Managing the Organisation</p>	<ul style="list-style-type: none"> • Models of organisation and principles of organisational development • Principles and models of self-evaluation • Principles and practice of earned autonomy • Principles and strategies of service improvement • Project management for planning and implementing change • Policy creation, through consultation and review • Informed decision-making • Strategic financial planning, budgetary management and principles of best value • Performance management • Personnel, governance, security and access issues relating to the diverse use of service facilities • Legal issues relating to managing a service including Equal Opportunities, Race, Relations, Disability, Human Rights and Employment legislation • The use of new and emerging technologies to enhance organisational effectiveness 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Distributed leadership and management • The equitable management of staff and resources • The sustaining of personal motivation and that of all staff • The developing and sustaining of a safe, secure and healthy service environment • Collaborating with others in order to strengthen the service's organisation capacity and contribute to the development of capacity in other services <p>Is able to:</p> <ul style="list-style-type: none"> • Establish and sustain appropriate structure and systems • Manage the service efficiently and effectively on a day-to-day basis • Delegate management tasks and monitor their implementation • Prioritise, plan and organise themselves and others • Make professional, managerial and organisational decisions based on informed judgements • Think creatively to anticipate and solve problems

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Securing Accountability</p>	<ul style="list-style-type: none"> • Statutory educational frameworks, including governance • Public services policy and accountability frameworks, including self evaluation and multi-agency working • The contribution that education makes to developing, promoting and sustaining a fair and equitable society • The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of service life, including challenging poor performance • The principles and practice of quality assurance systems, including service review, self-evaluation and performance management • Stakeholder and community engagement in, and accountability for, the success and celebration of the service's performance 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Principles and practice of service self-evaluation • The service working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils • Individual, team and whole-service accountability for pupil learning outcomes <p>Is able to:</p> <ul style="list-style-type: none"> • Demonstrate political insight and anticipate trends • Engage the service community in the systematic and rigorous self-evaluation of the work of the service • Collect and use a rich set of data to understand the strengths and weaknesses of the service • Combine the outcomes of regular service self-review with external evaluations in order to develop the service.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Strengthening Community</p>	<ul style="list-style-type: none"> • Current issues and future trends that impact on the service community • The rich and diverse resources within local communities – both human and physical • The wider curriculum beyond service and the opportunities it provides for pupils and the service community • Models of service, home, community and business partnerships • The work of other agencies and opportunities for collaboration • Strategies which encourage parents and carers to support their children's learning • The strengths, capabilities and objectives of other services 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Effective team work within the service and with external partners • Work with other agencies for the well-being of all pupils and their families • Involvement of parents and the community in supporting the learning of children and in defining and realising the service vision • Collaboration and networking with other services to improve outcomes <p>Is able to:</p> <ul style="list-style-type: none"> • Recognise and take account of the richness and diversity of the service's communities • Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities • Listen to, reflect and act on community feedback • Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils

Recruitment process

Advert	09 May 2018
Service Visits	14 th – 18 th May 2018 (please contact the centre, to arrange a visit 0121 561 6887)
Closing date	Monday 21 st May 2018 at 12 noon
Shortlisting	Tuesday 22 nd May 2018
Invitation to Interview	Tuesday 22 nd May 2018 (candidates will be contacted during the day so please ensure a telephone number is provided)
Interviews	Thursday 24 th May 2018

The format for the interview days are as follows:

Day 1

Series of tasks to include:

- lesson observation and feedback
- data analysis
- meetings with staff and pupils
- unseen presentation/formal interview