

# Executive Principal Candidate Pack



# Welcome Letter

Dear Applicant

Thank you for your interest in the position of Executive Principal at the East Specialist Inclusive Learning Centre John Jamieson in Leeds (the East SILC) which we believe, for the reasons described below, is a truly unique position amongst school principals. The East SILC has expanded significantly over the last few years and is now operating over 3 main sites plus 1 shared and 2 partnership sites, all within a short distance of each other.

The East SILC is a through generic special school with 427 pupils from primary age to Post 16 who have a wide range of challenges in their lives. Those challenges include children with profound, multiple and complex conditions, autism spectrum conditions and severe and moderate learning difficulties.

Our ethos is to provide a secure, caring and supportive environment where pupils are encouraged to fulfil their potential and thrive, academically, emotionally and physically. In doing so the school works closely with a broad spectrum of specialists including speech therapists, occupational therapists, physiotherapists, educational psychologists and a school nursing team.

As a measure of success in carrying out this ethos the East SILC was chosen by Leeds CC to manage on its behalf the Medical Needs Teaching Service and the Physical Difficulties and Medical Service under Service Level Agreements. The Executive Principal role therefore includes management and oversight of those services. For further detail of those services please refer to the East SILC's website.

Building on the excellent work carried out to date by our current Executive Principal and her colleagues, we wish to appoint an outstanding and inspirational leader who is passionate about making a difference to the lives of our pupils and their families. The successful candidate will live the school's values and ethos and, by leading by example, continue to develop a vision encompassing the whole of the expanded East SILC's services for the benefit of our pupils who are amongst the most vulnerable in the country. The role is an exciting opportunity involving leadership across a range of sites and which requires engagement with diverse external agencies.

If you wish to arrange a pre application visit to the East SILC please contact our recruitment partner Victoria Bari at [vbari@academicis.co.uk](mailto:vbari@academicis.co.uk) or on 07340 010860.

Yours sincerely

**Amanda Jahdi and Stuart McFarlane**  
Co-Chairs





# Values, Aims and Ethos

Our ethos and values are at the core of everything we do.

## Aims

We aim to enhance educational, physical, personal and spiritual development and well-being, by taking into account the individual needs of all pupils in the school environment. By working together as a multi-disciplinary team, the school aims to provide a holistic approach to learning.

## Mission Statement/ Ethos

Personalised pathways to successful learning and continuous achievement.

## Safeguarding

The East SILC is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to a satisfactory Disclosure and Barring Service check (DBS formally CRB) and medical clearance from Leeds City Council's Occupational Health Service.

**It is illegal to apply if you are on the Children's Barred Checklist.**

The East SILC promotes diversity and wants a workforce which reflects the population of Leeds.



# Core Values

At the East SILC we believe that 'Every Day is a Chance to **SUCCEED**'. We provide a bespoke system that underpins and runs throughout our core values for staff, pupils and all stakeholders.

## **S** Support

Support and provide opportunities for all pupils and staff members to maximise their potential.

## **U** Understanding

Understand the individual needs of all our pupils.

## **C** Compassion

Awareness, kindness and providing positivity for self-worth.

## **C** Commitment

Commitment to the learning and growth of all staff through Professional Development and delivering a personalised learning experience for all pupils.

## **E** Empathy

To understand or feel what another person is experiencing.

## **E** Enjoyment

Exciting and meaningful learning and enthusiasm for work.

## **D** Dignity

Respecting feelings, cultures and values and treat each other as individuals. We promote the right to feel valued and respected.



# East Specialist Inclusive Learning Centre (SILC) Schools and Partnerships



## John Jamieson (All Through School)

Primary – 59 pupils  
High School – 75 pupils  
Post 16 – 35 pupils

PLMD/Complex Autism  
Severe learning difficulties, some moderate learning difficulties but numbers dwindling as expansion sites JC & RC now open

Nursing team based here as most pupils have significant medical needs, some life limited.

## Jack Clark

Primary – 60 pupils  
Complex Autism  
Moderate - severe cognitive learning needs

## Roger Cannon

High School – 117 pupils  
Moderate – severe cognitive learning needs/autism/low level social and emotional mental health problems

## Partnerships

(Pupils taught by our staff in designated space but access mainstream lessons where appropriate. Recognised as part of the mainstream school, our pupils wear their uniform)

### Whitkirk Primary School

(Red Kite Trust)  
11 pupils

### Temple Moor High School

(Red Kite Trust)  
35 pupils

## Brigshaw School

(A mainstream school where we locate 35 Post 16 students) This is not a 'partnership' but a space we commission.

## Commissioned Services

### Physical Difficulties and Medical Needs Service

East SILC was commissioned to develop a city wide service to meet the needs of pupils with a physical or medical need whose needs could be met in an adaptive mainstream setting. A referral system was developed engaging health, social care, LA education officers and specialist teachers to ensure ease of transition. Delivers moving and handling training to mainstream settings. IT/communication aid assessments using high tech equipment such as eye gaze.

### Medical Needs Teaching Service

(Originally Hospital and Home Teaching Service)

#### Leeds Children's Hospital

(Leeds General Infirmary)  
Delivers learning for in-patients both in the school rooms or bedside. Also at the Teenage Cancer Unit and Bexley Wing – St James University Hospital (Adult Cancer Unit) if pupil is of adult age. For Cancer patients we support learning up to 25 years old.

#### Red Kite View

22-bed Children & Young Peoples' Mental Health In-patient Service.  
(16-bed general adolescent ward, a 6-bed psychiatric intensive care unit, a CAMHS S136 unit)

#### Community

Teach pupils an agreed number of hours (core subject with some additionality) in the home who are unable to attend their school due to medical or mental health need.

#### Queenswood Education Centre

Teaching centre for young people mainly KS3 & KS4 who cannot currently access their 'on-roll school' because of a medical or mental health need



# Job Description

## Executive Principal

The Executive Principal will have responsibility to lead not only the school but two Local Authority commissioned services; Medical Needs Teaching Service (MNTS) and the Physical Difficulties and Medical Needs Service (PDMNS). The school is also the SEND lead for Red Kite Teaching School Hub.

## Job details

**Salary:** The School's ISR is a range from L36 to 42 with appropriate salary uplift for management of MNTS and PDMNS for the duration of the Service Level Agreements.

**Contract type:** Full-time, permanent.

**Reporting to:** Governing Board.

**Responsible for:** Heads of School and Service, Head of Systems, Organisation and Projects, Designated lead for safeguarding, Finance Manager, HR Manager.

## Purpose of the Job

The role of the Executive Principal is to:

- Be responsible for all aspects of the internal organisation.
- Provide effective leadership and management to all settings and services within the organisation.
- Drive improvement priorities across the organisation.
- Ensure that each school setting and service are delivering high-quality provision and securing the best outcomes for pupils.
- Promote a culture of unity and collaboration across the organisation and nurture a 'can do' staff culture willing to embrace 'doing it differently'.



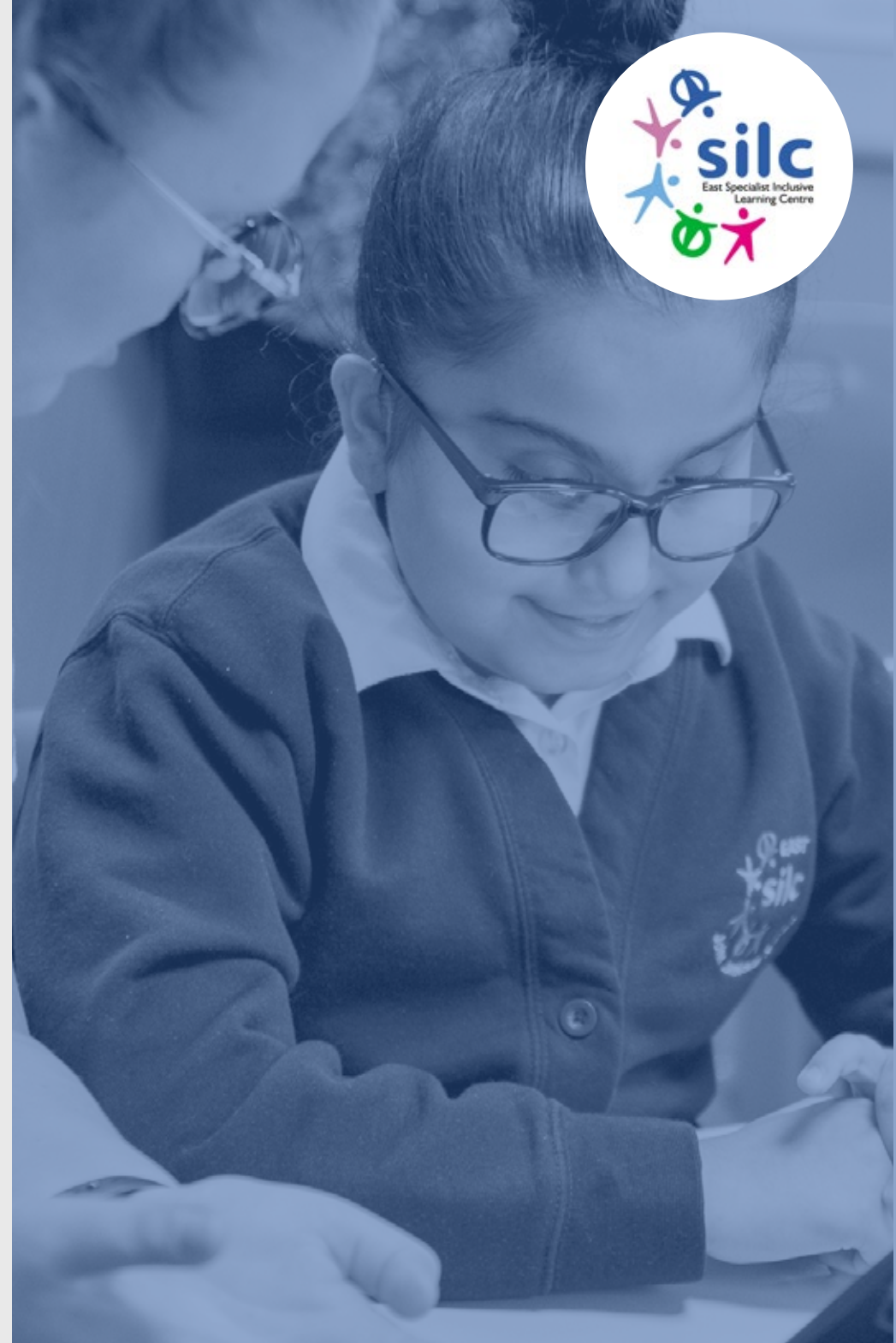
# Duties and responsibilities

## Strategic leadership

- Work with the Governing Board to develop a strategic view for the school in its community and analyse and plan for future developments of the school within the local and national context.
- Continue to embed our shared vision across the school and services, ensuring that it is understood by staff and parents.
- Develop and review the strategic plans for each aspect of the organisation, ensuring that key objectives are used to develop improvement plans.
- Regularly review progress of school improvement plans and self-evaluation forms, providing necessary challenge in order to achieve a sustained focus on the strategic objectives.
- Ensure compliance with all the Teachers' Standards and all relevant legislation and regulations.
- Continue to build positive and respectful relationships with stakeholders and the wider community.
- Lead by example. Provide inspiration, motivation and embodiment for the pupils, Governing Board and parents/carers, of vision, purpose and leadership of the organisation.
- Persistently pursue an ethos and provide educational vision and direction which secures inspirational teaching successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental, and physical well-being and prepares them for opportunities, responsibilities and experiences that equips them for adulthood.
- Promote high standards of behaviour, mutual respect, attendance and individual attainment.
- Drive an effective partnership with parents/carers and ensure they are well-informed about the curriculum, attainment and progress, and about the contribution and they can make to their child's learning.

## Managing the organisation

- Ensure strong distributed leadership throughout the organisation so that teams and individuals can be effective in their work with young people.
- Line manage senior leaders, providing effective support and challenge to help them secure best outcomes for pupils.





- Carry out performance management in line with the Governing Board's procedures.
- Support with managing the school and each of the services' budgets and resources.
- Support with developing and implementing organisations' policies.
- Manage and allocate financial resources appropriately, efficiently and effectively.
- Actively promote appropriate personal and professional development of all staff.
- Develop exceptional leadership at all levels to include an ethos of coaching and mentoring.
- Oversee performance management of all staff, ensuring that under performance is dealt with effectively and that achievement is celebrated and rewarded.
- Establish clear and open lines of communication with all stakeholders.
- Monitor staff well-being and workload and implement strategies to promote a healthy working environment.
- Ensure the organisation effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Work successfully with other schools and services both within Leeds and beyond.
- Maintain effective relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- Ensure that at all times, the accommodation provides an efficient, positive and safe environment which promotes well-being and high achievement for all across the organisation.
- Celebrate success and share pride in achievement.

### Teaching and learning

Implement and regularly review a broad and balanced curriculum that meets the relevant statutory requirements.

- Sustain high-quality teaching across all subjects and phases, based on evidence.
- Have ambitious expectations for all pupils and promote an inclusive culture that enables all pupils to access the curriculum.
- Secure curriculum leadership, including developing subject leaders with relevant expertise and access to professional networks and communities.
- Promote a culture that encourages collaboration, where best practice is shared in order to secure the best outcomes for pupils.
- Work with the Governing Board, Health Authority and Local Authority to lead and drive ambitious and outward facing developments across the two commissioned services.





## Other areas of responsibility

- Provide appropriate advice to the Governing Board on the formulation of the annual and projected yearly budgets (School, MNTS, PDMNS) in order that the organisations secure their objectives.
- Report to the Governing Board annually on the performance management of teachers in relation to the School Teachers' Pay and Conditions document.
- Promote strong links with the local community (education, business, voluntary organisations and charities) for mutual benefit and to extend pupil learning.
- Ensure deputising arrangements are in place to assume responsibility for the discharge of the Executive Principal's functions at any time when they are absent from school.
- Ensure compliance with the obligations of the MNTS Service Level Agreements and the PDMNS Service Level Agreements.
- Ensure communication channels are effective across each aspect of the organisation enabling all staff to receive information they need to carry out their professional duties effectively.
- Sustain personal motivation and that of other staff.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Executive Principal will carry out. The postholder may be required to do other duties appropriate to the level of the role.

The East SILC and its commissioned services are committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.



# Person Specification

## Executive Principal



Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential' requirements indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable' requirements are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between applicants.

**KEY | A = Application | SP = Selection Process**

Person Specification	Essential	Desirable	Method of Assessment
<b>Qualifications and Training</b>			
Qualification Teacher Status	*		A & SP
Candidates for a first Headship must have NPQH or be in the process of completing this.	*		A & SP
Candidates must have NPQEL or be willing to undertake this.		*	A & SP
Registered Ofsted Inspector or be willing to undertake the training to fulfil this role.		*	A & SP
<b>Experience</b>			
Evidence of successful leadership and management experience in at least two educational settings.	*		A & SP
Evidence of leading and managing an individual setting.	*		A & SP
Evidence of successful teaching experience and experience of monitoring and evaluating the quality of teaching.	*		A & SP
Involvement of school self-evaluation.	*		A & SP
Demonstrate experience of leading on curriculum planning and assessment procedures.	*		A & SP
Demonstrate experience of successful line management and staff development.	*		A & SP
Involvement in significant projects beyond the school context.	*		A & SP
Engagement in significant projects at a national level.		*	A & SP
Working knowledge and experience of Specialist settings		*	A & SP



# Person Specification

## Executive Principal



Person Specification	Essential	Desirable	Method of Assessment
<b>Skills and Knowledge</b>			
Data analysis skills, and the ability to use data to set targets and identify areas for development.	*		A & SP
Understanding of school finances and financial management. This to include a broad range of funding models and arrangements.	*		A & SP
Effective communication and interpersonal skills.	*		A & SP
Ability to communicate a vision and inspire others.	*		A & SP
Ability to build effective working relationships.	*		A & SP
Efficient management and organisation of accommodation in order to ensure it meets the needs of the pupils and staff.	*		A & SP
Understanding and knowledge of current issues in education.	*		A & SP
<b>Personal Qualities</b>			
Commitment to uphold the Seven Principles of Public Life (Nolan Principles) at all times.	*		A & SP
Determination to ensuring the best outcomes for all pupils and promoting the ethos and values of the Governing Board.	*		A & SP
Ability to work under pressure and prioritise effectively.	*		A & SP
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	*		A & SP
Commitment to maintaining confidentiality	*		A & SP



## How to Apply

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our retained consultant at Academicis: Victoria Bari: [vbari@academicis.co.uk](mailto:vbari@academicis.co.uk) or 01223 907979 / 07340 010860

Please email your application to:  
Victoria Bari: [vbari@academicis.co.uk](mailto:vbari@academicis.co.uk)

**Closing date:** Tuesday 18th April 2023

**Interviews:** Wednesday 26th and Thursday 27th April 2023



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