

Glenwood School

Together we will; respect, achieve and make good choices.



Leader of Learning Job Pack

“Great leaders don’t set out to be a leader, they set out to make a difference. It’s never about the role, always about the goal.”

Leaders of Learning will ensure that every learner has a unique, purposeful and fulfilling journey through Glenwood; this means that when they leave us learners appreciate the world around them and their important place within it is known by themselves and others.

Message from the Headteacher



Thank you for your interest in the post of Leader of Learning at Glenwood School. Glenwood is a good place to be, for both learners and staff.

Glenwood School will aim for nothing but the best in support of its learners. Its mission is to be transformational.

We have grown at a fast rate and we are now moving towards a leadership model which is deeply rooted in making progress that is meaningful for learners and their families.

The successful candidates will be professionals who recognise the importance of doing things differently to ensure learners achieve and enjoy life.

We are looking for leaders who can recognise the unique value and contributions of our learners, demonstrate initiative and contribute great ideas towards their lives.

As Leader of Learning at Glenwood School you will be a member of the Senior Leadership Team and work closely with fellow Leaders of Learning and Curriculum Leaders which are both new roles.

This is a challenging role which will be demanding in terms of thinking outside the box and coming up with brave and creative solutions. However, support will be there when you need it. It is a chance to shape a new role and to be in on the beginning of something very special.

We are looking forward to welcoming new leaders to the team. Virtual conversations with the Headteacher are expected. We look forward to meeting you and we are curious to know what your first question will be. It will tell us so much about you!

Headteacher:

E. Cornish

Please call 01268 792575 or email
admin@glenwood.essex.sch.uk
to arrange a discussion.

Our Advertisement for Leader of Learning



An exciting chance to influence the next stage of the development of our highly respected local special school and to deliver transformational outcomes for our young people.

Our School: Glenwood is a successful special school for pupils aged 3-19 years. We now provide for 224 young people. We moved into a superb building in September 2017 and our next exciting project of developing a 20 bed residential provision, which is an educational intervention, as part of the school, is underway.



Closing Date:

Midnight 11th April 2021

Shortlisting:

TBC

Interviews:

Week beginning 19th April 2021

Please contact the school to arrange a preliminary discussion with Headteacher Liz Cornish on 01268 792575 or email admin@glenwood.essex.sch.uk

Pay Scale

Standard national scale in line with the current School Teachers' Pay and Conditions document plus TLR1 £8,291 plus SEN1 £2,270

Leader of Learning role summary:

Area of responsibility

Job purpose

This role will ensure that every learner has a unique, purposeful and fulfilling journey through Glenwood; this means that when they leave us learners appreciate the world around them and their important place within it is known by themselves and others.

Glenwood School is already organised into the 'Learning Corridors' in which young people and classes are broadly organised within chronological age groups. Leaders of Learning will be responsible for one of these corridors.

Each Leader of Learning will have specific responsibilities linked to the distinct priorities of each corridor which will ensure equality of expectation.

They will have responsibility for progress of 3-5 classes including line management of the teachers and HLTA (s).

Leaders of Learning will be the first point of escalation for issues of concern for teachers.

- Organisation and sequencing of the curriculum; working in close collaboration with Curriculum Leaders to ensure successful personalisation of the curriculum
- Role-modelling excellent teaching practice
- Oversight of progress and target setting
- Finding solutions with a range of professionals
- Promoting staff skills and understanding linked to:
 - Communication
 - Cognition
 - PSHE
 - Physical
- Future planning for the development of corridor priorities
- Providing effective line management including the development and implementation of effective CPD
- Recognising the strengths of staff and making sure that these strengths are well used to make a difference to young people
- Creating and strengthening links with families and addressing appropriately escalated issues
- Ensuring that Professionals meetings and Annual Reviews are effectively chaired and followed through

Leader of Learning full Job Description



Glenwood Leader of Learning

“Igniting the flicker into a flame”

Post title	Leader of Learning
School	Glenwood School
Pay range	Standard national scale in line with the current School Teachers’ Pay and Conditions document plus the appropriate TLR1 payment plus SEN allowance
Line manager	The Headteacher or Deputy Headteacher
Supervisory responsibility	Corridor Teachers and HLTAs

Main purpose of the job:

This role will ensure that every learner has a unique, purposeful and fulfilling journey through Glenwood; this means that when they leave us learners appreciate the world around them and their important place within it is known by themselves and others.

Leading teaching and learning:

- Support teachers to be confident leaders of curious and effective class-teams.
- Support your ‘corridor’ staff to work together in a creative and solution focussed way
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Be responsive to the priorities raised for learners ensuring there is highly individualised planning; with a full understanding realising that something new and unique may need to be created rather than relying on pre-existing strategies and resources. Thinking afresh every time we learn something new about them.
- Ensure that Annual Review meetings have a significant impact on the quality of the young person’s experience and achievements; and that these meetings play an important part in developing shared priorities with the family.
- Facilitate effective Annual Review meetings and support all participants to play a full and successful role through sensitive and inclusive chairing.

- Be a role model in listening to the many 'voices around the learner', incorporating all we learn into their curriculum and support strategies; only by listening and looking do we learn where to go next.
- Work with the SLT to raise standards through staff performance management
- Assist with the development and delivery of training and support for staff in the areas of teaching and learning
- Support the Curriculum Leaders to ensure their role is effective and empower them to have a significant impact; recognising the powerful potential of what their roles could and should achieve. Leaders of Learning should play a key role in developing the whole school influence of Curriculum Leaders.
- Work closely with Curriculum Leaders on the development and review of the curriculum including planning, recording, reporting, and assessment.
- Support the Senior Leadership Team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality
- Ensure robust evaluation of school performance
- Articulate the progress journey and identify where further development should be achieved

Developing self and others

- Adapt leadership approaches according to the needs of the situation or the colleague
- Support the development of collaborative approaches to curriculum development and learning within the school and beyond
- Support the induction of staff new to the school and those being trained within the school as appropriate
- Participate in the selection and appointment of teaching and support staff as appropriate
- Be an excellent role model for both staff and learners in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership specific to corridors and where a whole school perspective is collated with other leaders of learning
- Work with the Senior Leadership Team in ensuring an appropriate programme of professional development for staff, in line with the ongoing audit of needs for corridor staff
- Lead by example to motivate and work with others; recognising and developing the strengths of others to have the optimum impact on the young people and the school
- Lead the annual appraisal process for all identified support and teaching staff

Under the overall direction of the Headteacher and Deputy Headteacher:

- **Reflect our Glenwood values by being kind and understanding to learners and staff through all our interactions and professional decisions**
- Carry out the professional duties of a teacher; being a role model for inspirational practice and being responsive to the ever-changing needs of the learner
- Be responsible for promoting excellent progress across the corridor
- Monitor progress towards achievement across the corridor
- Be responsible for the standards and performance of corridor teams; supporting teachers and LSAs within your corridor to use all the expertise within Glenwood to achieve amazing outcomes
- Take responsibility for promoting and safeguarding the welfare and wellbeing of children and young people within the school and specifically the allocated corridor classes; ensuring our learners are the most confident and happy young people.

- Ensure we are truly working in partnership with families; sharing the journey of their young person through Glenwood.

Shaping the future

- Demonstrating initiative and contributing great ideas towards the lives of learners
- Support the SLT and governors in establishing an ambitious vision and ethos for the future of the school
- Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities.
- Contribute to the development, implementation and monitoring of action plans for the corridor
- Lead by example when implementing and managing change initiatives
- Lead by example to embed finding answers and solutions as a strong part of the school culture

Managing the organisation

- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication
- As appropriate and under the leadership of the SLT, undertake activities related to professional, personnel/HR issues
- Contribute to the day-to-day effective organisation and running of the school
- To undertake any professional duties, reasonably delegated by the headteacher

Securing accountability

- Support the staff and governing body in fulfilling their responsibilities with regard to the school's performance
- Contribute to the reporting of the school's performance to the school's community and partners
- Promote and protect the health and safety welfare of learners and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Strengthening community

- Ensuring our respectful and compassionate relationship with families means we are discussing the "same" young person throughout the Glenwood Journey
- Develop and maintain contact with all specialist support partners as appropriate
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for learners and their families
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
- Promote positive relationships and work with colleagues in other schools and external agencies

Leader of Learning Person Specification

Knowledge and Qualifications		
Essential	•	Qualified Teacher Status
	•	Degree or equivalent
	•	An extensive knowledge of differentiation for learners with special educational needs
	•	An excellent understanding of assessment and the use of assessment information
	•	Knowledge and experience of rigorous and effective safeguarding processes and approaches in relation to the specific learner profile at Glenwood
	•	Knowledge of how to support learners who may find school and social settings difficult
	•	Commitment to Professional development
Desirable	•	Evidence of further study and research
	•	Master's Degree or equivalent
	•	Knowledge and experience of specialist programmes and approaches for children/young people with Special Educational Needs, e.g. TEACCH, PECS
	•	Training and experience as a Designated Safeguarding Lead
Professional Skills and Experience		
Essential	•	Experience of teaching across a variety of learner needs relevant to the post
	•	Demonstrate consistently high-quality teaching strategies.
	•	Support and motivate both colleagues and pupils by leading through example.
	•	In depth knowledge of how effective curricular thinking and planning can impact on progress.
	•	Ability to manage a team to successfully achieve agreed goals including experience of leading teaching and support staff
	•	Experience in the development and implementation of school improvement strategies
	•	A strong track record of working positively and productively with parents/carers
	•	A clear understanding of the essential qualities necessary for improving the quality of learning and teaching
	•	Recent experience of successfully co-ordinating or leading an initiative or project
	•	A proven ability to work with a wide range of professionals and multi-agency approaches
	•	Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate).
	•	Ability to develop and deliver effective professional development for staff as appropriate.
	•	Analytical skills to analyse assessment information to evaluate this TLR area for the performance and achievement of learner progress and be able to plan appropriate course(s) of action for improvement.
	•	Deal successfully with situations that may include difficult situations and conflict resolution.
	•	The ability to maintain a work/life balance and awareness of own wellbeing
Desirable	•	Successful experience of teaching and leading in a special school
	•	Experience of working in different key stages and phases of education
	•	Experience of working in a senior leadership position
	•	Delivery of professional development courses to colleagues both in and out of school
Personal Skills, Qualities and Attributes		
Essential	•	Ability to relate positively to and showing respect and kindness to all members of the school and wider community
	•	Strong interpersonal, written and oral communication skills
	•	Self-motivated with high levels of personal drive, able to work with minimal supervision
	•	Strong analytical skills with attention to detail and high levels of accuracy
	•	Be an effective team player who works collaboratively and effectively with others.
	•	The ability to enthuse and inspire others
	•	Strong organisational and time management skills
	•	Ability to work under pressure and meet deadlines
	•	Approachable, able to develop and maintain positive professional relationships with others
	•	High expectations of self, other staff and learners
	•	Commitment to the broader life of the school
	•	The ability to make decisions based on the available information with confidence, clarity and decisiveness
	•	A sense of humour and fun!

Connecting with Curriculum Leaders

Leaders of Learning and Curriculum Leaders will work together to ensure our curriculum delivers the very best present and future life; enabling the learner to play the biggest role possible in shaping their own contribution. It is essential that leaders work collaboratively to bring the curriculum worlds together in a seamless way to make sure the essential “whys” driving our curriculum intent are fully realised and that no learning opportunities are missed.

THE WORLD BEYOND GLENWOOD: Glenwood is a small part of every learner’s picture; it is important that throughout their journey with us, we are always looking outwards to ensure we have the biggest impact on their present and future life. By being responsive to what we are learning about each young person but also, they need to be looking outwards, we gain an insight into what we are preparing young people for.

THE EXPRESSIVE WORLD: Ensures our learners have self-awareness and a means of expression drawn from a wide range of taught skills and experiences. Enabling learners to take understanding and pleasure from the culture and the arts. This world offers elements that develop the learners’ appreciation and tastes.

THE PHYSICAL WORLD: This ‘world’ develops skills and understanding relating to a personalised healthy lifestyle; defining what physical wellbeing is for each young person and enabling them to have the fullest control and contribution to achieving this. It is important to ensure physical needs are not a barrier for young people accessing a full range of learning experiences. We should be supporting learners to find enjoyable ways of meeting and developing their own physical health.

THE ENVIRONMENTAL WORLD: Ensures our young people have an experience and understanding of a wide range of natural and built environments and all they contain, that their understanding and enjoyment of different contexts is well developed and the impact that this can have on their lives is fully realised.

The Curriculum Lead role ensures our curriculum is truly purposeful; our curriculum only succeeds if it reaches the young person’s life beyond Glenwood

Curriculum Leaders key questions:

- What is current picture of the curriculum ‘world’? (what does it encompass? Is anyone influencing it?)
- Carefully considering the needs of our learners, is what this world offers fit for purpose? (what’s missing? what do we need more of? Who could help move this forward? What are the priorities for development?)
- Has potential gone unmet? (have learners shown us engagement, interests or strengths that we have not fully explored? Have we acted upon what we have learnt from all the ‘voices’ around the learner?)
- How can best practice and great ideas reach their full impact?
- Have we identified and utilised a full and inspirational team of contributors?
- How can we use research and innovation to improve the effectiveness of the curriculum world?
- How can we constantly ensure the relevance and impact of this world is the best it can be?
- How can we best use links with the other curriculum worlds to make the biggest difference to our learners?

The Curriculum Why's - making learner's worlds bigger

- To develop a strong sense of themselves, their own identity, strengths, questions, preferences and contribution.
- To be brave about trying new things/new experiences.
- To communicate well.
- To make connections/relationships.
- To know how to learn, the way they learn best.
- To cope with the highs and lows of learning and life!
- To be able to make choices and make them known.
- To be able to cope in the same environment as others.
- To develop confidence and how to use it.
- Sense of self – and to have opinions.
- Draw nearer to others. Be part of a community/family.
- Break down the walls of the school – the world beyond Glenwood.
- We have got to teach young people to know what they like in others.
- Preferences must have a depth – to make sophisticated choices and to know how they feel about them.
- Curiosity about newness.
- Managing the help and support given and uses it well according to your own preference.
- Knowing what makes them happy, to feel joy when it's on offer.
- For them to know their unique value. What difference their presence makes.
- Sense of pride, when they just know they have done really well and to sit easy with it.
- Not telling learners how to experience, helping them to do that themselves. What is important to them.

Relentless searching for different ways in, teachers taking the children with them.

Constantly providing the time and the space in which deep and meaningful learning takes place.

We must not cut learners off from any part of the world. We must be tenacious in widening and opening up the learners' world



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