



Headteacher

Information for applicants



Headteacher

Group 4 L21 to L27 £77,195 to £88,530. Starting salary dependent on experience.

Dame Ellen Pinsent School
Ardencote Road
Birmingham
B13 0RW
Tel: 0121 675 2487

Chair of Governors: Andy Punch
Headteacher: Denise Fountain

Due to our current headteacher leaving at the end of the summer term 2024, the governing body of Dame Ellen Pinsent School are looking to appoint an inspirational and exceptional headteacher to lead our outstanding Ofsted-rated school.

Dame Ellen Pinsent School is a Primary Special School which caters for 150 children with a range of special educational needs, including cognition and learning difficulties which are the children's primary needs, and additional needs that can include speech and language and autistic spectrum condition.

The vision for our school and children is clear: we want our children to be happy, developing independence and confidence, so that they can be their very best. We want our children to be confident, happy, life-long learners and valued members and contributors to their community.

The governors, staff, parents, and most importantly the children are all extremely proud of our school, and this is obvious as soon as you step through the school gates.

We encourage all interested applicants to contact the school to arrange an informal visit with Kerry Parker or Kate Gray.

The successful candidate will be expected to take up the appointment at the beginning of the Autumn Term 2024.

Closing date: 23 February 2023, midday

Please [Apply Online](#)

THE SCHOOL

Dame Ellen Pinsent is a large Primary Special School (with foundation status, part of the Birmingham Special Schools' Co-operative Trust) catering for 150 children with complex SEND. All children have Cognition and Learning difficulties and many have additional needs (e.g. ASD, SEMH, SCLN). The school serves a big catchment area; children come from across Birmingham but predominantly from the south of the City. The majority of pupils are transported into school by Travel Assist. There are thirteen classes of between eight and 13 pupils within the school (including five Reception aged pupils).

Many pupils have had a difficult start to their education and have associated behaviour problems which impacts on their learning. On entry, the youngest children often need toilet training and many have very little or no verbal communication. Our pupils are functioning well below that of their peers and the range of ability throughout the school is wide, from Pre-Nursery up to Year 2 expectations. We have three curriculum pathways that ensures we offer a curriculum that is ambitious and able to meet all children's needs, skills and abilities (see the Curriculum section below).

Since Covid-19 we have also seen an increase in more socially unacceptable behaviours such as biting, spitting, grabbing. Many children have missed out on vital early years education and play skills. As such we have put a number of additional interventions in place (e.g. OT, SALT, therapeutic mentoring, etc) and have also adapted environments to meet the more complex needs.

Below is a summary of the children which our school caters for (as of September 2023):

Boys	107
Girls	44

Number of Children with SEND needs:				
Cognition & Learning	ASC	SEMH	SLCN	Any Other
37	80	6	94	68

Children in Care	CP	CIN	Previously Looked After	Early Help	Vulnerable	Social Care Referrals	Pupil Premium
4	0	3	4	11	42	4	74

We were most recently inspected by Ofsted in September 2018 and were judged to be outstanding in all areas. This built on our previous inspection in December 2013, in which the school was also graded as outstanding. Here are a few highlights from our report:

- Dame Ellen Pinsent is a happy and positive place to be;
- Parents are highly positive about the school;
- Governance is strong;
- Safeguarding is effective;
- The school is a vibrant learning community; and

- School staff understand their pupils very well and recognise pupils' behaviour as a means of communication.

ACCOMMODATION



Our school and our newest building is named after Dame Ellen Pinsent, who through her energy and commitment in her position as Chairman of the Special Schools Sub-Committee at the turn of the 20th century, dramatically increased the number of children attending special schools.

The school comprises two main buildings – the original building, which has a lot of our classrooms, reception and offices, school hall and library, has been maintained to a high standard; and the newer Ellen Building, which was built to accommodate an increased number of pupils to our current intake of 150.

We have large outside space comprising extensive field and wooded areas which allow us to offer a fantastic Forest School provision, large playgrounds (which are also used at the start and end of the day for drop off and pick up of children by transport buses) and great play areas designed and invested in specifically to meet the needs of the children.

The current headteacher has been in liaison with the Local Authority to look into the renovation of the original buildings, which would allow opportunity for expansion of pupil numbers and support the special provision offered in the city.

THE GOVERNING BODY

We have a strong governing body that represent and challenge the school well. We are immensely supportive, bringing a variety of skills and knowledge to further enhance our provision.

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of members, comprising:

- 2 Parent Governors
- 1 Governor appointed by the Local Authority
- 1 Staff Governor
- 2 Foundation Governors appointed by the Birmingham Special Schools' Co-operative Trust
- 4 Co-opted Governors and
- The Head Teacher

The head teacher automatically becomes a member of the governing body unless they elect otherwise and notifies the Governance Professional of the governing body in writing of decision not to become a member of the governing body.

The governing body must meet at least once a term and that will usually be an evening meeting. However, in view of recent changes in the law of education, and the consequent increase in governors' functions, most governing bodies find it necessary to meet more than once a term.

It is expected that the governors will take an active interest in the life of the school and will be invited to all appropriate school functions.

STAFFING

Staffing for each academic year is determined by the governing body in the light of the school's formula funded budget. The current staffing structure includes:

Senior Leadership team:

- Headteacher
- 1 FTE Deputy Headteacher (incl. SENCO)
- 2 FTE Assistant Headteachers (also joint English & Maths leads)

Middle Leaders:

- 1 FTE Pastoral Manager/Speech & Language
- 4 FTE Teachers – 1 Science & Pathway Lead; 2 Pathway Leads; and 1 RE/PHSE Lead

Other Staff:

- 11.2 FTE Teachers
- 38.8 FTE Teaching Assistants
- 1 FTE School Business Manager
- 1 FTE Senior Office Manager
- 1 FTE Information Systems & Site Manager

BUDGET

The delegated budget for 2023-24 is £3,042,035.

We are currently running a budget with no deficit.

ORGANISATION AND CURRICULUM

Pathways Curriculum:

At Dame Ellen Pinsent School we have carefully considered and designed an ambitious curriculum with three pathways to meet the needs of all of our children. Our curriculum is designed to enable all our pupils to be happy, independent and confident learners, so that they can be their very best.

Our younger children will start within the Seedlings pathway and either move to Woodlands or Orchard from there. Our pathways are very fluid and each year staff

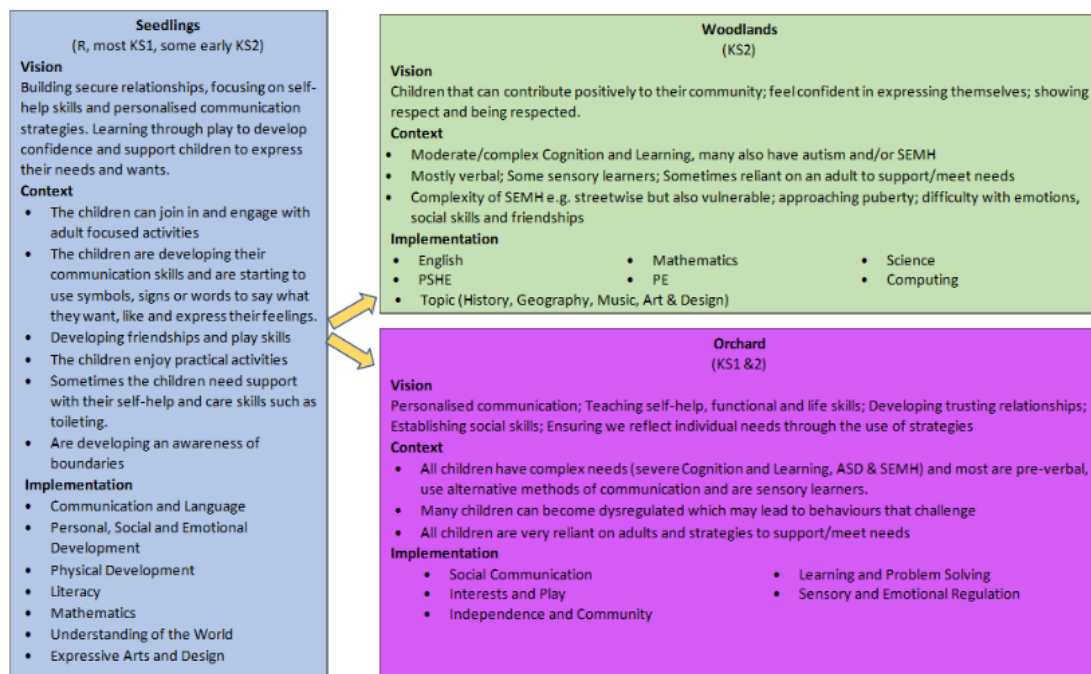
and professionals have discussions in order to make the right decision about which pathway each pupil will follow.

Across the pathways:

- Phonics and Reading – Read Write Inc is used throughout. Other phonics and reading strategies include: Speech & Language therapy; Colourful semantics; daily story time; Reading Eggs app
- Half-termly whole school topics
- Extending beyond the academic – e.g., Forest School; our Theralympics program; sporting, music and arts opportunities; a range of lunchtime clubs
- Assessment frameworks support the rigour of our curriculum, enabling sequential development of knowledge and skills.

95% of parents believe there is a good curriculum available to their child.

More information on our Pathways curriculum can be found on the school website and an overview is shown below:



Enrichment:

- **Do and Discover** – At Dame Ellen we are keen that children have the opportunity to take part in a wide range of experiences. Staff and children have been involved in identifying a wide range of activities that they felt all children should have the opportunity to have a go at. 50 were chosen. Each child has a "Do and Discover" book that stays with them throughout their time at Dame Ellen. Pupils get the opportunity to complete as many activities as possible within class or during our special "Do and Discover" days.



- **Forest School** – We have 4 qualified Forest School Leaders in school and every class accesses Forest School sessions throughout the year. Forest School promotes independence, well-being, a love & respect of the outdoors, physical skills, fine & gross motor skills and teamwork. Your class teacher and Forest School Leader will write to you when your child will be having Forest School so that you can send in the appropriate clothing.



- **Music Curriculum** – As part of our Music provision we use qualified and experienced musicians, including Jo Jingles for the youngest children and expert musicians from the Music Service for the rest of the school, teaching a range of tuned and percussion instruments. We also have a range of musicians come and perform to the school from the City of Birmingham Symphony Orchestra (CBSO).
- **Blackwell Adventure** – Each year we take a group of children on a 2-night residential to Blackwell Adventure in Bromsgrove where they will take part in a vast array of activities including rock climbing, zip wire, tree climbing, go karting and team activities & orienteering.

Religious Education:

RE is provided in accordance with the Local Authority's "Agreed Syllabus". The religious beliefs of all pupils and their parents are respected, and appropriate arrangements are made for the withdrawal of pupils from RE lessons and acts of worship, when parents request this.

Other Subjects:

Please visit the school website for further information on other subjects in our curriculum.

ASSESSMENT

We believe the use of effective assessment is essential to quality teaching and learning, so we have developed an assessment system that caters for our children and their growing needs. Children will either be assessed against Development

Matters, our Early Skills framework or our Dame Ellen Pinsent (DEP) framework according to their age and developmental stage.

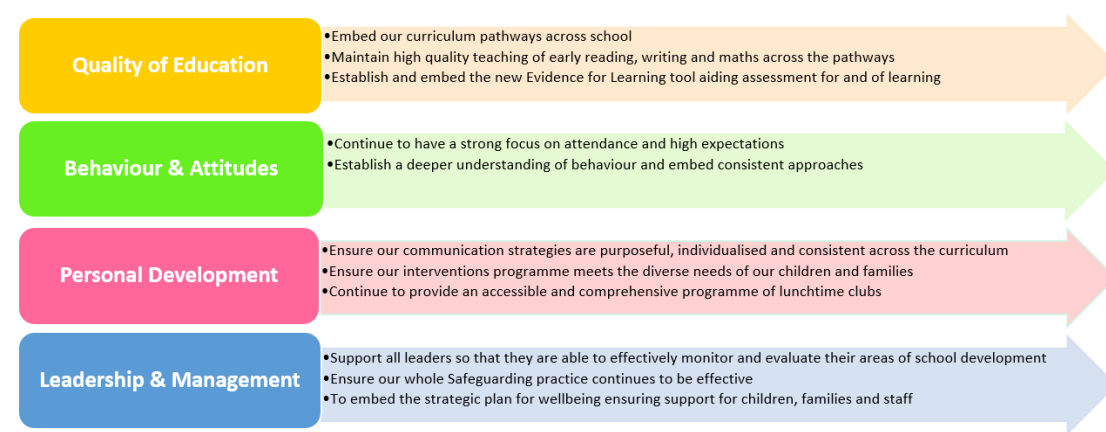
Each term teachers complete a Data Story and analyse their own class data. This helps teachers identify the progress the children are making and where extra strategies are needed.

A summary of assessment data at the end of 2022-23 academic year showing % of children who have made expected or above progress:

	DEP	Early Skills
Reading	97%	94%
Writing	97%	71%
Number	97%	97%

	Development Matters
Communication	<ul style="list-style-type: none"> Children perform well across many aspects and progress is visible from baseline to summer term Most progress in 'Listening & Attention'
Physical Development	<ul style="list-style-type: none"> This is a strength within this cohort of children with the majority baselined at 16-26 months Most progress in 'Moving & Handling'
PSED	<ul style="list-style-type: none"> All children have made significant progress from baseline to summer term Most progress in 'Managing Feelings & Behaviour'

SCHOOL DEVELOPMENT PLAN



PASTORAL CARE AND BEHAVIOUR

Across the school behaviour is good, there is very little bullying and we work hard with the pupils, parents and external agencies (the Educational Psychologist, Speech & Language Therapist, Occupational Therapist or Family Support Workers) to improve behaviour where needed. Individual Behaviour Plans and Positive Handling Plans are used where a personalised approach is needed.

The school follows the Authority's disciplinary policy, which requires that pupils should be required to regulate their conduct through self-discipline. Where self-discipline is inadequate a variety of sanctions may be imposed for misconduct, but corporal punishment is not permitted under any circumstances.

ATTENDANCE

We have worked hard with our parents to support our high expectations for attendance. We monitor whole school attendance half-termly and have reduced persistent absence from 34% to 28% in 2022-23. Below is a comparison of absence rates between our school and national state-funded special schools for 2022-23:

	Dame Ellen Pinsent School	National (state-funded special schools)
Absence Rate	8%	13.1%
Authorised	6.7%	10.0%
Unauthorised	1.3%	3.1%
Persistent Absence	28%	38.6%

PARTNERSHIP MONITORING, ADVICE AND SUPPORT

As part of the Birmingham Special Schools Co-operative Trust, our main area of partnership comes from having the advantage of collaborating and using expertise and support from across our member schools and external partners through things such as peer reviews and staff development.

It is through the Trust that the Common Grounds Arts Project happened in 2023. This was a wonderful collaborative project across our schools which culminated in an inclusive arts exhibition from all our children at the MAC Theatre. The programme brought together high-quality artist residencies to our schools and created meaningful arts access for our children, who experience significant barriers to mainstream arts curriculum opportunities. The project has been successful in its bid for £64,000 of funding for a Summer 2024 exhibition.

The headteacher is supported by an independent school improvement partner and the school has excellent relationships with professional agencies to ensure the best outcomes for our children.

EDUCATION FOR A MULTI-CULTURAL SOCIETY

The LA, as an integral part of its policy for 'Education for a Multi - Cultural Society' is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- Preparing all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity;
- Providing for the particular needs of children, having regard to their ethnic, cultural and historical background.

- Being aware of and countering racism and the discriminatory practice to which it gives rise.

As a school we believe in promoting British values, namely democracy, individual liberty, the rule of law and mutual respect and tolerance of those of different faiths and beliefs. We do this through the ethos in school, a broad and balanced curriculum and enrichment activities. We also use No Outsiders as an important part of our PHSE programme to aid pupil awareness, understanding and acceptance of others.

HEAD TEACHER INDUCTION

All new head teachers are able to access induction and support, on a rolling programme, provided by the Teaching Schools across the city, in partnership with Schools HR Services.

DAME ELLEN PINSENT SCHOOL

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

HEADTEACHER - JOB DESCRIPTION

SALARY SCALE: GROUP 4, ISR L21 to L27

As required by Paragraphs 44-47 & 52 of the School Teachers' Pay and Conditions Document.

1. Job Purpose

As required by paragraph 44-47 and 52 of the School Teachers' Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

2. Duties and responsibilities

2.1 General

To act in accordance with the requirements of paragraphs 44-47 & 52 of the School Teachers' Pay and Conditions Document

To undertake the professional responsibilities of a Headteacher as set out in paragraph 46 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

3 Line Management

Responsible for the supervision of all staff employed in the school (other than school meals staff)

4 Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

5. Review and Amendment

- 5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

6. Complaints

- 6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation _____ (Signature of the Chair of the Staffing Committee)

Copy received by _____ (Signature of the Headteacher)

Date _____

PERSON SPECIFICATION: HEADTEACHER

Dame Ellen Pinsent School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

	ESSENTIAL	* METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	Qualified Teacher status.	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning. Knowledge and understanding of education and schools systems locally and nationally.	
EXPERIENCE	Considerable successful experience in leadership and management and demonstrating the ability to differentiate between them. Demonstration of a good understanding of School Improvement Planning and implementation. Experience of implementing Performance Management. Experience of partnership working with parents and the wider community including external agencies. Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties. Experience of co-ordinating family support services as appropriate.	AF, I AF, I AF, I AF, I AF AF, I
SKILLS AND ABILITIES	To develop and implement the school vision and values, and promote inclusivity and diversity within a framework of British Values. To develop a culture for learning and set high expectations for achieving success for all. To work to high professional standards, strategically and operationally, leading by example. To monitor, evaluate, and plan strategically for School Improvement and continuous professional development. To lead and manage effectively in an environment of high accountability. To manage the implementation of change effectively and sensitively. Demonstrate the ability to manage, motivate and support individuals and teams effectively. To deal effectively with under performance, in accordance with relevant policies and procedures. To understand and interpret complex data to inform effective decision-making. To maintain a clear strategic financial overview of the school.	AF, I AF, I AF, I AF, I AF, I, P AF, I AF, I AF, I AF, I AF, I

	<p>To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.</p> <p>To demonstrate a wide range of high level communication skills including new technologies.</p> <p>To use authority appropriately to maintain discipline.</p> <p>To promote and foster a positive school image.</p> <p>To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>
OTHER	<p>Evidence of motivation for working with children.</p> <p>Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.</p> <p>Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.</p> <p>Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.</p> <p>Ability to coach and develop all school staff appropriately.</p> <p>Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.</p> <p>Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.</p> <p>Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.</p> <p>Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>

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- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/I/P** - will be assessed in your **Application Form** and during the selection process e.g. Interview, **P**resentation.
- Those elements marked **I/P** - will be evaluated during the selection process e.g. Interview, **P**resentation

NB: *If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.*