



**BLANCHE
NEVILE
SCHOOL**
The Best of Both Worlds
for Deaf children

Interim Headteacher (Maternity Cover) Candidate Pack 2024



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Letter from the Chair of Governors

Dear Applicant

Thank you for your interest in working at our wonderful school for Deaf children.

We hope you will find all the information you require in the pack to make an informed decision about whether the school is right for you, and you for us. We welcome visits to the school before your application and you will find details about this in the pack. For shortlisted candidates there will also be parts of the appointment process that will include pupils and staff.

Blanche Nevile is a unique provision for Deaf children aged 3 -16, with Primary and Secondary departments, situated in the heart of north London and co-located with two excellent mainstream schools. We are a bilingual school where British Sign Language is taught and used alongside spoken English.

Our specialist provision is unique – our long-standing motto of “the best of both worlds” goes beyond our bilingual curriculum to fully understanding and having pride in Deaf culture as well as all the other cultures in our diverse school. The governors, staff and pupils all believe in the empowerment of Deaf education and want our Interim Headteacher (Maternity Cover) to have the inspiration and determination to see each Deaf child achieve their potential.

We're proud to be rated as 'Good' by Ofsted and we are looking for a strong leader who can help the school to continue to move forwards. Like all schools, we have much to do to support pupils and to adapt to the best blend of old and new ways of teaching and learning.

Our Interim Headteacher (Maternity Cover) will be confident in leading the school for the academic year and driving forwards its established priorities, whilst being responsive to new developments and challenges as they arise.

We want a leader who champions teamwork, working alongside the Deputy Headteacher (Secondary) and Head of School (Primary) to jointly realise our vision for the school. It is also important that the head is able to hold staff at all levels to account.

To be successful, the Interim Headteacher will also be kind and robust, visionary and pragmatic, empowering and directive – and most importantly they will balance their approach in any given situation.

The rest of this pack lets you know about the school, who we're looking for, the application process, arranging a visit to the school and how to apply.

We wish you all the best with your application and look forward to meeting you.

Best wishes



Ruth Griffiths
Chair of Governors

About Blanche Nevile School

Our vision

"To provide the best bi-lingual education for deaf children by becoming an outstanding school that is recognised as a leader in Deaf education"

Our vision is straightforward. With such a small number of schools for Deaf children in the UK, and even fewer in London, we must provide our children with an outstanding education.

Our mission

"The best of both worlds"

We put pupils at the heart of our mission. Our model is to tailor a learning pathway for every pupil that enables them to fulfil their full potential and realise their dreams.

- We provide a fully bilingual British Sign Language (BSL) and standard English approach to learning where each pupil will have the opportunity to develop communication in both languages.
- We believe a positive Deaf identity is fundamental to a pupil's emotional resilience, social development and academic achievement.
- We will provide the best educational opportunities so that our pupils are prepared to enter the world of further and higher education and work as confident, mature, intelligent and ambitious young people.
- We are passionate about preparing pupils to thrive in both the Deaf Community and in the wider world and will ensure Deaf role models visit regularly.

Our commitments

To realise our vision and fulfil our mission, we are committed to:

1. Providing pupils with a positive Deaf identity within a safe and stimulating environment.
2. Ensuring all members of the school community are Deaf aware and display exemplary inclusive behaviour.
3. Ensuring that pupils have access to Deaf role models.
4. Offering a broad, balanced and relevant curriculum based within Early Years Foundation Stage/the National Curriculum which reflects a pupil's Education Health and Care Plan outcomes and is personalised to their needs.
5. Providing high quality teaching and learning that challenges each pupil to achieve his/her maximum potential within all areas of development – building on their strengths and supporting the needs of each pupil.
6. Communicating with each pupil with respect and dignity.
7. Building and maintaining supportive partnerships with parents/carers, external agencies and our partner mainstream schools (Highgate Primary and Fortismere Schools).
8. Ensuring every member of staff undertakes Continuous Professional Development.

Key information about the school

Age range	3 -16
Number of pupils	70
Capacity	68
Percentage of pupils on Free School Meals	46%
Percentage of pupils in receipt of Pupil Premium	59%
Number of teachers	19

Role profile

Role	Interim Headteacher (Maternity Cover)
Pay scale	Leadership L24 - L30 (£92,007- £105,160)
Location	North London: Departments at Highgate and Muswell Hill

Role purpose

The Interim Headteacher (Maternity Cover) will have overall responsibility for the oversight and implementation of the school's development strategy in the temporary absence of the substantive Head.

Working with the Head of School (Primary) and the Deputy Headteacher (Secondary), the Interim Headteacher will be accountable for the day-to-day management of the school including safeguarding.

The Interim Head will also work closely with the Senior Teacher for Behaviour and Inclusion and the Home School Liaison Lead and Co-DSL.

Key responsibilities

Strategic leadership of the school and its community

- Work with pupils, staff, families and governors to lead a vibrant and safe school community.
- With the Governing Body, implement the school's values that will nurture a culture of inclusion, high standards and success within the school community, where all views are valued and taken into account.
- Oversee the progress and development of the school, using appropriate evidence, and ensure that the Governing Body are provided with the necessary data, analysis and recommendations in a timely and routine manner in order that together the strategy of the school can be set.
- Deliver the Headteacher and Governing Body's vision for the school, always showing personal and professional commitment to that vision, even when pressures requiring a tactical response mount.
- Bring the school's vision to life through engaging, inspiring and empowering staff and partners, to ensure that the best academic and social outcomes can be reached for pupils.
- Oversee the implementation of the School Development plan (SDP), ensuring it is updated at least termly, the school's budget is aligned and the self-evaluation (SEF) is maintained as a live document that is used to inform core strategic discussions with the Governing Body
- Proactively manage the school's finances alongside the School Business Manager. Ensure (i) stability through keeping abreast of funding models and opportunities, school pupil numbers and trajectories and (ii) in-year stability through ensuring Resources Committee meetings are well prepared for and financial risks are managed proactively (and highlighted to the Governing Body with recommendations for mitigation).
- Lead on delivery of actions detailed in the SDP and all other day-to-day school management processes, delegating as appropriate.
- Maintain high standards in all aspects of school life – motivating staff, partners and

pupils to hold high standards too.

Management of the organisation

- Line manage the Head of School (Primary) and the Deputy Headteacher (Secondary) in addition to teachers, and provide mentoring and overarching management support to all staff.
- Maintain effective strategies and procedures for staff induction, professional development and performance appraisal in order to secure outstanding practice.
- Proactively ensure that when performance issues are identified they are dealt with promptly and appropriately – making expectations and the performance gap clear, providing support with development and fostering growth mindsets.
- Take overarching responsibility for selection and recruitment of high-quality and diverse teaching and non-teaching staff, delegating to the SLT as appropriate.
- Participate in regular training and other learning activities, and in supervision, appraisal development as required by the school's policies and procedures.
- Promoting equality and inclusion, ensuring that reasonable adjustments are made and barriers are removed for all.
- Lead the implementation of change, bringing people with you.

Management of quality, standards and safeguarding

- Promote and maintain high quality specialist provision for pupils, in line with the school's commitments to offering tailored pathways to individual pupils.
- Chair annual review meetings, ensuring all statutory duties under the SEN code of practice are met.
- Monitor and assure the quality of education across the school, identifying areas of improvement and share analysis and recommendations with the Governing Body regularly.
- Lead on the curriculum development for the school, harnessing specialist expertise of colleagues and partners where needed.
- Recognising the school's context, ensure that the school's safeguarding responsibilities are fully met all of the time.
- Ensure you always have a strong awareness of what life is like in the classroom for staff and pupils.

Management of external relationships

- Liaise with leaders and other relevant staff at our partner schools, in order to further develop the partnership agreement, inclusion and practice, utilising the SLT to support these relationships appropriately.
- Be a pro-active member of the Haringey Special School Headteachers' meetings.

The responsibilities listed are not intended to be exhaustive. The post holder will be required to undertake any other duties as required to ensure the smooth running of the school, compliance with legislation and regulation and to safeguard staff and children.

Person specification

Person specification: qualification, experience, skills and knowledge

Area	Criteria	Essential	Desirable
Qualifications	Qualified teacher status (QTS).	✓	
	Qualified Teacher of the Deaf/		✓
	A degree (or equivalent level and weight of qualification/apprenticeship).	✓	
	Completed a leadership development programme or can demonstrate equivalent CPD and applied practice.	✓	
	National Professional Qualification for Headship		✓
Experience	Evidence of successful and recent experience in a senior leadership role of a school, including positive and measurable impact.	✓	
	Demonstrable appropriate leadership decision-making, including delegation, prioritisation and monitoring.	✓	
	Proven ability to lead staff through change and improvement of practice, standards, ways of working and culture.	✓	
	Experience of Deaf education and broader SEN practice within a mainstream or special school environment.		✓
	Proven ability to demonstrate and lead outstanding teaching practice, including innovative curriculum development.	✓	
	Evidenced experience of successful inter-agency and multi-agency partnership working, including with parents/carers of Deaf children.		✓
	Evidence of effective line management experience Including robust and timely target setting to improve the performance of others when required	✓	
	Proven ability to manage school finances effectively, including having previously held responsibility for a budget and to have made decisions on funding of competing priorities.	✓	
Deaf and SEND education skills and	British Sign Language (Level 1 or above) and a commitment to progress to at least level 2 within the first two years in post.		✓

knowledge	Understanding of bilingual policy and practice.		✓
	Ability to model high-quality bi-lingual Deaf education and support others to improve their practice in this area.		✓
	Sound knowledge of current best practice and developments in special education, including Ofsted requirements and frameworks and the SEND Code of Practice.	✓	

Behaviours

The behaviours we expect of all at the school are detailed below.

We will assess you against these behaviours (listed below in priority order) at all stages of the recruitment process: application, interview and reference together with assessment of your ability to meet the qualifications, experience, knowledge and skills criteria

Leadership

Show pride and passion for special and Deaf education. Engage others in delivering a shared vision for the school. Value difference, diversity and inclusion, ensuring fairness and opportunity for all. Continually reflect on practice and role-modelling personal growth.

Driving excellence

Demonstrate and promote professional excellence, expertise and efficiency, taking account of diverse needs of staff, pupils, parents and other stakeholders.
Use evidence and knowledge to support accurate, expert decisions and advice. Carefully consider alternative options, implications and risks of decisions.

Respectful communication and leading improvement

Communicate with respect, integrity and enthusiasm. Respect the needs, responses and opinions of others.
Seek out opportunities to influence improvement in the education of children and review ways of working, including seeking and providing feedback.

Collaborative working

Form effective partnerships and relationships with staff, parents and other partners, sharing information, resources and support to provide the best possible education for the pupils.

Working at pace

Take responsibility for delivering timely and quality results with focus and drive.

Reflection and growth

Always be learning - focus on continuous learning and development for self, others and the organisation as a whole.

Values and professional practice

At Blanche Nevile, we expect our staff to:

- Meet the national [teaching standards](#).
- Play their part in ensuring the [SEND Code of Practice](#) and [school policies](#) are followed.
- Act in line with the [school's ethos and values](#).
- Act in line with the [Principles of Public Life](#).

The Headteacher will also meet the [Headteachers' standards](#).

The school's SLT and Governing Body also hold the following as important values:

- At all times, to behave and act in a way that promotes and contributes to the overall vision, mission, commitments, values and ethos of the school.
- Recognise the importance of being a united leadership team – once decisions are made, we support one another to implement them successfully.
- Commit to the highest possible standards of teaching from self and others
- Be determined in expecting the best for Deaf children and lead the staff in high expectations and challenge for all pupils.

What we offer

- A rewarding opportunity to lead a unique, regional provision for Deaf children in an Interim capacity.
- Diverse, vibrant, engaged and curious pupils with a range of different needs.
- Partnerships with two mainstream schools, co-located with Blanche Nevile.
- An enthusiastic governing body, who are committed to taking the school forward through providing a high level of support and challenge.

Application and selection process

To apply:

- Complete the application form and return it by email to sbm@blancheneville.org.uk before **Wednesday 20th March at 12 noon**. A panel of governors supported by educational advisors will shortlist candidates for further assessment and interview based upon the criteria in the person specification.
- Short-listed candidates will be invited to **interview the week commencing the 25th March**. References will be requested from referees at this point.
- The interview will further test how well candidates meet the person specification along with the behaviours and values detailed above.
- The Governors would like the successful candidate to **start in September 2024**.