



**Blazing Stars
Education**

RESILIENCE ★ INTEGRITY ★ SELF-BELIEF



Headteacher Candidate Pack

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Welcome

Dear Candidate,

Thank you for your interest in this vital position of Headteacher at Bridge House School. As you embark on this journey with us, we want to express our enthusiasm for the unique skills and experiences you will bring to the role.

At Bridge House School, we are committed to fostering an inclusive and nurturing environment for our students with special educational needs. Our dedicated staff work collaboratively to ensure that each child reaches their fullest potential, and we believe that strong leadership is key to achieving this mission.

We are eager to learn more about your vision for leading our school community. We value innovation, compassion, and a deep understanding of the diverse needs of our students.

At Bridge House School we;

- have a substantial track record of achievement in SEND setting and understand how this context impacts learning and progress for pupils, as well as the support needs of staff.
- possess a detailed understanding of safeguarding and the ability to put it into practice in a systematic and rigorous way.
- are able to lead with empathy and understanding, recognising the unique challenges our students face and that every behaviour is a need trying to be met.

- are able to work effectively with multi-agencies to provide comprehensive support for students and families.
- are ambitious for what the school can achieve: developing the evidence base to track student progress and attainment, while supporting staff in their professional development to take on new challenges and opportunities.
- sensitively navigated the school through a period of change and growth, including the prospect of a new vocational offer to support the school.
- continue to embed and embrace the core values of the school.

During the selection process, we encourage you to share your thoughts on creating an inspiring learning atmosphere and how you would support both staff and students in their growth. We hope you will find our school as passionate and committed to excellence in special education as we are.

We are seeking a truly exceptional leader for our school, someone who is passionately driven, inspirational and possesses drive and ambition, with a focus on making the lives of our children better.

We look forward to the opportunity to meet with you and discuss how your leadership can help shape the future of Bridge House School. Thank you for considering this important role in our community.

Warm regards,

Linda Simmons,
Managing Director,
Blazing Stars Education

About Us

Bridge House School is a mixed, Independent Special Day School for 36 children and young people aged 11 – 18. Children and young people learn best when they feel safe and supported. By creating a nurturing and inclusive environment, we help our students overcome barriers to learning.

At Bridge House School, we celebrate social and emotional learning as well as academic attainment. Our curriculum is designed as a foundation for lifelong growth and confidence, as we encourage our students to develop self-belief, emotional resilience and aspirations for their futures.

As a school community, we model kindness, inclusivity and respect. Our specialist team builds trusting and honest relationships with the children and young people, making sure they feel heard and understood, and are free to be themselves.



Our Values

The students are centre to our decision making. By involving them it provides an inclusive environment. We worked collaboratively with them to create our school values.

Bridge House School is:

Brave:

we learn how to face challenges

Resilient:

we develop emotional resilience and self-belief

Inclusive:

everyone is welcome and equal at our school

Diverse:

everyone is different, and this is celebrated

Generous:

it's important to be kind, sharing and respectful

Empathetic:

we always try our best to understand each other



Our Ethos

We are committed to nurturing emotional resilience, fostering integrity and instilling self-belief within every student. We celebrate the unique qualities of each individual as a foundation for lifelong learning and personal fulfilment.

We enable students to access an enriching curriculum with bespoke learning pathways and qualifications in a safe, calm and nurturing environment.

Typically, our children present with the following needs:

- Autistic Spectrum Condition or traits
- High anxiety
- Social vulnerability
- Actual or perceived barriers to learning
School Phobia
- Difficulty building and sustaining relationships
- Academically able with gaps in prior learning
- Sensory processing needs
- Social communication needs
- Low self-esteem and poor resilience

We know that many of our students have found mainstream, or larger specialist schools, challenging or overwhelming and this has impacted their educational journey. We have created a school to support these students. We recognise that every child is different and embrace these differences.

Our students have access to a team of skilled teachers, therapists and professionals who work together to ensure each student has a learning programme tailored to their specific needs.





Enhanced Curriculum

Our Enhanced Curriculum is designed to support the specific individual needs of our students.

We have broadly adopted the National Curriculum to underpin our education programme, supporting students achieve to the best of their ability.

Our day allows students to learn at a pace appropriate to them, with flexibility in the timetable to suit their individual needs alongside small class sizes with two staff. We also make use of appropriate technology across the school day and throughout our curriculum.

We select children with similar profiles where a mainstream environment may not have been suitable for their needs. Increased level of anxiety has often led to our students being unable to access school, previously resulting in extended periods of missed education. This gives rise to potential gaps in learning and possible deep-rooted disaffection with education. Our aim is to help students to transform their own perception of their abilities, which in turn can help them transform their futures.

Alongside their academic studies we provide enrichment activities, comprehensive learning resources, therapeutic care and more personalised approaches. We want each student to achieve outcomes which allow them to move on to further education and employment opportunities that would otherwise be out of reach.

We consider progress within the students' social and emotional wellbeing to be equally as important as academic progress. Integrated therapeutic classrooms ensure that our students needs are met.

We offer a range of qualifications with the National Curriculum underpinning our education programme. We prioritise English, Maths, Science, PSHE/RSE. There may be a mixture of awards, Entry Levels or Functional Skills, as well as GCSE's, supported by opportunities to access taster days at local colleges and explore the world of careers.

In addition to academic attainment, students are provided with the opportunity to develop their full personal potential in the following areas:

- Physical health and mental wellbeing
 - Social acceptability
 - Independence, life skills and self-help Communication skills
 - The development of relationships with adults and peers
 - The ability to make informed choices Intellectual development and problem-solving
 - Spiritual, Moral, Social, Cultural and Emotional fulfilment
 - Positive self-esteem, self-awareness and self-confidence
 - Leisure and self-occupation skills
 - Work experience opportunities
 - Socialisation in the wider community
-

Integrated Therapeutic Approaches



Emotional well-being is incredibly important at Bridge House School, our approach to each students' educational experience is based on meeting their holistic need as much as academic need.

Our enrichment curriculum offers a range of different activities and programmes which are designed to support and nurture the well-being of each student and offer an alternative outlet and expression for their feelings and emotions.

It is designed to support our students in their development of emotional regulation, including developing self-help strategies, and in gaining an understanding of how emotion affects decision making and other people.

It also aims to help our students to become self-reliant; to learn how to learn, how to adapt and to develop the confidence necessary to become independent learners in the areas of personal, social and academic growth.

Our therapeutic approach positions students at the centre of their education, allowing them the space to direct the pace and direction of their learning whilst providing an engaging and accessible curriculum.



We believe a successful therapeutic school demonstrates three key aspects, which are all interconnected:

Therapeutic culture - a therapeutically informed physical environment - a context that helps each student reach their full potential.

Together with our teachers, who are all experienced at working with children with SEN, our Therapeutic Practitioners work in an integrated way across the school. They can identify barriers to learning and suggest strategies to support our students to manage these, because strategies are shared with all staff, our students receive consistent, specific support and become able to progress and succeed. Over time, students become able to internalize and utilise these strategies themselves in their journey towards adulthood.

Our Therapeutic Practitioners support our education team to incorporate therapeutic ways of enhancing learning opportunities both in and outside the classroom, during all activities on their journey towards independence. Our model enables us to offer whole school universal support at a core level, targeted support to identified small groups and specialist support to young people's, identified on their EHCPs as needing 1:1 sessions.

Universal - Therapeutic practices that are embedded across the school day in both delivery of teaching and the environment.

Targeted - Complimentary blends of interventions for students that require more specific programmes delivered by staff.

Specialist - Distinctive individual interventions delivered by our Therapeutic Practitioners.

Headteacher Job Description



Salary:	Highly Competitive	Schedule:	Monday to Friday
Job Type:	Full-time	Work:	In person

Experience of being a Head of an SEMH School, of a minimum of 36 places, that has been rated Good or Outstanding is essential.

Overall Objectives:

- Leading and managing a Therapeutic Day School for 36 pupils.
- Supporting the Managing Director in delivering the education vision and strategy in the school.
- Supervise, support, and develop teaching staff.
- Quality Assurance and governance of the school ensuring a minimum Good rated service is maintained.
- Promote the school vision and ethos to parents, carers, and local authorities
- Oversee activities in preparation of Ofsted school inspections.
- Produce reports and KPIs required associated with this role.

Key Tasks:

Regulations

- Ensure that the school is compliant with statutory regulation and operates in line with relevant Education Acts.
- Ensure that the teaching staff are always prepared for Ofsted inspections.
- Ensure that all measures are in place and preparation effectively undertaken to meet regulatory inspections.

People

- Provide direction, leadership and line management support to the teaching staff overseeing overall performance and effectiveness of the school staff.
- Provide professional supervision to Teaching staff monthly or more frequently, dependant on requirements.
- Oversee all matters in relation to safeguarding children within the school, ensuring that all relevant third parties are involved as appropriate and that matters are dealt with in line with company policies and procedures and statutory requirements.

Quality Assurance

- Collate and monitor weekly KPI's for the school, identifying key areas of concern, preparing/ delivering appropriate action plans to address the issues as appropriate, seeking additional support where required.
- Take the lead for the School Improvement strategy across by overseeing the work of the teaching staff and, report to the head of education on the performance of the school.
- Implement quality assurance methods to ensure that standards of education and pupil outcomes are assessed appropriately by the teaching staff and that the school performance improvement plans reflect this.
- Support Teaching staff in ensuring that school improvement plans focus on the:
 - Quality of Teaching
 - Effectiveness of the Leadership & Management
 - Personal Development
 - Behaviour and Welfare
 - Standards
- Undertake Termly self-evaluation against the 'Independent School Standards Compliance Record'.
- Ensure effective assessment of curriculum, learning and teaching are being undertaken managing any areas requiring development/support.

Development

- In liaison with the Managing Director, lead on activities to secure the growth and development of the school, including interfacing with SEN Officers / Commissioners / Virtual Heads.
- In partnership with the business development team ensure that activities are implemented to facilitate high occupancy levels within the school with the overall goal of meeting full capacity.
- Ensure regular monitoring of profit & loss/financial management of the school and take appropriate action with the teaching staff for them to manage costs in line with budget.



Multi-Disciplinary Team

Attend MDT Meetings as required.

Other

To carry out other duties reasonably requested, which fall within the remit of the role and the capabilities of the post holder.

Additional pay:

- Performance bonus

Benefits:

- Company events
- Company pension
- Discounted or free food
- Employee discount
- Employee mentoring programme
- Free parking
- Health & wellbeing programme
- On-site parking
- Referral programme
- Store discount

Headteacher Person Specification



Qualifications and Training	Essential	Preferred
Qualified Teacher status	•	
Undergraduate degree	•	
Master's Degree or advanced professional study		•
Evidence of school improvement experience and positive outcomes to raise standards for SEMH pupils	•	
NPQH qualification or above		•
Coaching and mentoring qualification or can undertake within 12 Months within post		•
Experience		
Extensive Leadership experience in a Special School		•
Experience of curriculum development management	•	
Experience as a Designated Safeguarding Lead and leading a DSL team		•
Experience of health and safety management or willingness to undertake training	•	
Experience of project team management and willingness to take the lead on school initiatives	•	
Knowledge and Skills		
Knowledge of school self-evaluation and Quality Assurance	•	
Wide knowledge of teaching and learning strategies for SEND		•
Operational experience of safeguarding, health and safety and legal guidelines for attendance, behaviour and personal development	•	
Ability to analyse and interpret assessment data accurately to raise standards and pupil achievement to set new priorities	•	
Knowledge of a range of special needs, to be able to train and advise others		•
Resources management experience to deploy staff and to manage expenditure within budget		•

Values	BSE are committed to nurturing, emotional resilience, fostering integrity and instilling self belief with every student we celebrate unique qualities of each individual as a foundation of lifelong learning and personal fulfilment.							
Why do we exist	To equip the young person with the skills to enable them to achieve their full potential							
How	Nurturing Resilience		Fostering Integrity		Instilling Self-Belief		Quality	
	Student	Staff	Student	Staff	Student	Staff		
	<ul style="list-style-type: none"> • Over come barriers to learning • Adapted Teaching & Learning • Therapeutic Intervention • Bespoke curriculum incorporating special interests • British Values 	<ul style="list-style-type: none"> • Fostering supportive work environment • Develop growth mindset • Reward recognition • British Values • Continuous learning and improvement 	<ul style="list-style-type: none"> • A curriculum that provides opportunities to be: <ul style="list-style-type: none"> • Curious, • Creative, • Leaders, • Responsible, • Ethical, • British Values 	<ul style="list-style-type: none"> • Respect privacy of others • Communicate honesty • Responsible for own actions • Support values of BSE with / without recognition • British Values 	<ul style="list-style-type: none"> • Embrace opportunities • Ambitious curriculum • British Values • Positive Self-concept 	<ul style="list-style-type: none"> • Effective supervision & appraisal • Career pathway programme • Autonomy • British Values 	<ul style="list-style-type: none"> • Quality of education • SMSC & British Values • Welfare, Health & Safety of students • Suitability of staff • Premises • Provision of information • Complaints • L & M 	
What	Deliver high quality education within our special therapeutic day schools for unique individuals							

Headteacher Person Specification



Leadership and Management

Ability to manage the day to day running of the school with other senior leaders, to ensure a safe, secure and healthy environment

Ability to work with the Managing Director for strategic planning and provide reports

Ability to manage change and work with integrity when implementing change

Professional approach to leadership, managerial and organisational decisions based on informed judgements

Support the values and ethos of the school

Promote high expectations of achievement and learning for all pupils

Communication and working with others

To be able to develop and maintain a positive relationship with parents and other stakeholders and encourage staff to support engagement of parents

Adopt a confident, calm approach and be able to communicate well orally and in writing to a range of stakeholders

Create an open, fair and equitable culture

Professional approach to leadership, managerial and organisational decisions based on informed judgements

Support the values and ethos of the school

Promote high expectations of achievement and learning for all pupils

Promoting the welfare of children

Have a thorough understanding of safeguarding and the measures that need to be in place to ensure pupil safety and well-being

Self-management and personal qualities

Work with Senior Managers to create a positive and innovative atmosphere

Respond and adapt effectively to the challenges posed by change and view this as a positive action for professional growth and personal resilience

Ability to listen, solve problems and seek innovative solution with others

Develop competences and expertise in self and others

Calm under pressure and able to know when to seek support and advice





How to Apply

If you would like to discover more about this exciting opportunity, need any further information, have an informal discussion or arrange a visit then please contact our retained consultant at Academicis, Neil Massie:

nmassie@academicis.co.uk or
01223 907979 / 07818 875514

Please email your application to:

Neil Massie: **nmassie@academicis.co.uk**

Closing date: 11th November 2024

Shortlisting date: 11th November 2024

Interviews: 15th November 2024

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