



Special  
Partnership  
Trust



## Headteacher Recruitment Pack

Appointment of Headteacher at Pencalenick School, a member of the Special Partnership Trust.

### Job details

Role: Headteacher  
School: Pencalenick School  
Employer: Special Partnership Trust  
Location: Truro, Cornwall  
Salary: L21-L27 (£69,031-£79,958)  
Contract type: Full Time  
Contract term: Permanent  
Job starts: April 2022 or as soon as possible  
Website: [www.pencalenick.org](http://www.pencalenick.org)  
Closing date: 24<sup>th</sup> January 2022, 9am  
Shortlisting: 26<sup>th</sup> January 2022  
Interviews: 2<sup>nd</sup> and 3<sup>rd</sup> February 2022



A negotiable relocation allowance is available to candidates moving from outside Cornwall.

This is a rare and exciting leadership opportunity to lead a highly acclaimed special school into its next stage of development and to play a key role in the future leadership of the Special Partnership Trust. Pencalenick School is set in a beautiful location close to the cathedral city of Truro in the heart of Cornwall. It provides a creative and ambitious centre of specialist learning for 123 pupils with a range of complex learning and communication needs aged 11-16. In addition, Pencalenick School is the umbrella organisation for pupils based in a number of Area Resource Bases in mainstream schools across Cornwall. Due to the promotion of the current Headteacher within the Special Partnership Trust, the Trustees are seeking to appoint a new Headteacher for Pencalenick School who shares their single-minded ambition to constantly progress and enhance the provision so that it continually improves outcomes for pupils and the whole community.

The school is part of an innovative Special Partnership Trust, bringing together a collaborative partnership of special schools in Cornwall and Devon. While each school operates discreetly they have a shared passion to improve the life opportunities available to the young people once they leave school. They work very closely together to achieve this and ensure that together they best meet the needs of individual students. A culture of mutual support and teamwork permeates the organisation.

The school provides imaginative learning opportunities focusing on the abilities of all pupils, irrespective of need, ensuring high expectations and challenge alongside care and support in equal measure. Pencalenick School has a strong reputation with places always in demand. The school is set in a beautiful learning environment with further scope for development. It benefits from an excellent 25-place weekday residential provision.

The new Headteacher will build on an excellent tradition, bringing fresh challenge and innovation to lead the school forward into its next phase of development. Key to the success of the school has been a committed and talented team of staff who embrace change and continually challenge their own practice by looking for innovative ways to

enable the young people to achieve their aspirations and play a meaningful role in the community. The new Headteacher must share this 'can-do' spirit and model it in their daily practice and leadership.

This is an exciting time for the school and the Special Partnership Trust as it continues to develop and enhance all aspects of its provision. The successful candidate will be expected to contribute towards the broader ambitions and innovative practice across the Trust.

If you share this determination and ambition, it offers an outstanding opportunity to develop in a forward thinking and outward looking organisation. You will receive excellent support and advice from a talented team of colleagues, along with leadership coaching and mentoring. Candidates must be able to demonstrate significant participation and quantifiable impact within a senior leadership team along with evidence of continuing professional development in SEND. You must be committed to high quality teaching and learning and should have the creativity and vision to inspire and lead change but also the focus to ensure successful outcomes are reached. Your 'can-do' attitude will inspire and engage children and young people, parents/carers, staff and the local community and you must be a compassionate and strong leader who can hold staff to account whilst being accountable yourself. You must be confident and positive and have the skills to build effective teams and also to be a team player. Above all, you will share the passion and belief that children and young people, their learning and developing their potential are at the heart of all decisions.

- Ofsted rated Pencalenick School as a Good school (May 2019) <https://reports.ofsted.gov.uk/provider/25/137478>

To find out more please visit [www.pencalenick.org](http://www.pencalenick.org) or [www.specialpartnership.org](http://www.specialpartnership.org). Potential applicants are welcome to call Guy Chappell, Director Special Partnership Trust, for a confidential discussion. Prospective candidates are very welcome to arrange a visit to the school or discuss making an application.

Guy Chappell

T: 07807495402

E: [gchappell@specialpartnership.org](mailto:gchappell@specialpartnership.org)

Pencalenick School,  
St. Clement,  
Truro, Cornwall  
TR1 1TE



## **Letter from the Chair of the Local Governing Body at Pencalenick School - Vicky Coxhead**

Thank you for showing interest in our position for a new Headteacher at Pencalenick School. My name is Vicky Coxhead and I am Chair of a very enthusiastic group of Governors at Pencalenick School. I have been a Governor at the school for 8 years and have been involved with the school since 2012 when my son was lucky enough to be placed here. Pencalenick is an ambitious, vibrant, and unique school that offers a tailored education which is delivered, in a fun, purposeful and creative way, to children and young people who have a wide range of abilities and disabilities.

We are situated close to the city of Truro and are very lucky to have extensive and beautiful grounds that we use for all areas of the curriculum. The school has a multitude of classrooms around the site including a creative arts studio, a gym, sports hall, a food technology kitchen, and a library to list just a few. The outdoor grounds house a music area, a sensory trail and a forest school, a sports field, and multiple playgrounds. The school also hosts a thriving residential provision for boarders which we greatly value.

We are extremely proud of all our pupils. Their enthusiasm and their attitude to learning is rewarded by their significant progress in both their personal and academic outcomes throughout their time at Pencalenick and this is all possible thanks to the dedicated and passionate staff in our school who are committed to working extremely hard to help our pupils thrive and achieve their best possible outcomes.

If you are dedicated, passionate about supporting children and young people to thrive, and committed to working extremely hard, we would love to hear from you.

### **Welcome from the current Headteacher - Ruth Zimmerman**

Thank you for taking an interest in applying for the position of Head Teacher at Pencalenick School. Pencalenick School offers an exciting opportunity for a Headteacher who has high aspirations in developing and delivering an outstanding curriculum for pupils with a range of Special Educational Needs. Pencalenick School is a good school with a strong team of staff and in a beautiful location. OFSTED in May 2019 graded the school as Good in all areas – and since this point significant development has taken place to continue to develop the pupil offer. We enable our pupils and staff to succeed. We deliver learning experiences that are of the best quality. We are flexible and we reinvent ourselves in order to continue to improve our provision for all of our stakeholders. We work hard at forming positive relationships with parents who have often had difficult experiences, sometimes arriving at our door shaken and anxious.

Our catchment area is the whole of Cornwall. We have a 25 place weekly boarding provision for pupils who come from a longer distance in Cornwall and for pupils who require a social integration/preparation for adulthood curriculum as part of their education package. Our population comprises of pupils who are in Key Stages 3 and 4 with a comorbidity of needs based around complex learning disabilities and anxiety based communication difficulties; pupils access a broad curriculum taught through a blend of class based learning and specialist support.

Pencalenick School is responsible for the education of pupils based in three Area Resource bases around Cornwall – these bases are on mainstream school sites and offer exciting potential for innovative partnership working.

Working as part of the Special Partnership Trust provides all staff – including the Headteacher - the opportunity to work collaboratively with other Trust special schools across Devon and Cornwall. As Headteacher you are part of the Special Partnership Trust Senior Leadership Team and play an active role in the strategic development of Specialist Education provision across the Trust – this is an exciting professional opportunity and supports the development of the school.

Pencalenick School is a truly wonderful place – the pupils and the staff are proud of their school and it is a happy environment full of fun and humour – as well as the daily challenges that come with meeting the needs of a diverse population of pupils. The school is a dynamic establishment – this Headship is an excellent opportunity for someone with a commitment to developing a school offer that fully prepares pupils with Special Educational Needs for their future life as an adult.

Pencalenick School offers the opportunity of a highly rewarding and fulfilling Headship - I am leaving this Headship as the result of a promotion to a Trust wide leadership position.

I hope that you will pursue your application and that you enjoy the process of finding out about us.

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## Special Partnership Trust – Core Values and operations



The Special Partnership Trust collaborates to secure:

- Exceptional Outcomes: all learning is outcome led promoting achievement, resilience, safety, wellbeing, aspiration and meaningful future destinations.
- Strategic Leadership and Governance: securing outstanding provision.
- Highest Standards: driven by aspirational targets leading to school improvement.
- Enriching Relationships: all stakeholders collaborating to enable every pupil to achieve their potential.
- Strategic Use of Resources: pedagogic, research, systems, financial and capital.
- An Inclusive community: achieved through effective networking partnerships and outreach.
- Equality: in that all partners are equal and accountable to the shared values of the partnership.

The Special Partnership Trust is a collaborative Multi Academy Trust of five special schools across Cornwall and Devon. Its aim is to strengthen and enhance best practice across all our specialist provision and beyond into the wider SEN community in mainstream schools, including satellite ARB provision. A central SPT team supports schools with a core focus on School Improvement, facilitating constructive quality assurance, supportive and challenging coaching and mentoring. It leads on a wide range of administrative, policy, HR and financial systems that deliver economies of scale for schools that frees up Headteachers to focus on school improvement and the learning opportunities for pupils and staff. It is a mutually supportive partnership that encourages innovation and ambition for all its staff, with a wide range of CPD and career development opportunities. The successful candidate will receive a comprehensive induction and ongoing coaching and support. We believe in enabling Headteachers to have the freedom to lead their schools to success, supported by and accountable to the Trust and broader partnership.

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## Application Process:

The Trustees welcome applications from school leaders who have not yet worked in a special school, but have had some experience with children or young people who have additional needs which have been supported in mainstream, but we would ideally like you to come and visit us informally so that you have a chance to meet our pupils. We have very useful websites for the school [www.pencalenick.org](http://www.pencalenick.org) and Special Partnership Trust [www.specialpartnership.org](http://www.specialpartnership.org) which will help provide further information. We look forward to receiving your application.

- Application form must be completed in full. An incomplete application form may be returned for completion before it can be considered. You must give details of all employment, training and unemployment since leaving secondary education to the present day. Any additional information which you wish to bring to the notice of the Trustees should be included in your supporting statement.
- References must cover the previous five years of employment. If there has been a gap in employment, then a personal reference covering this period from someone who can comment on your ability to do the job is acceptable.
- As well as postal addresses for your referees please provide correct email addresses for contact. Please inform your referees when you apply that they may be contacted. References are normally requested immediately following short listing by email and sometimes with only a few days' notice.
- You may submit your application, equal opportunities form and any declaration forms either by email, by post or in person.

Application by post to: Diane Jones, Special Partnership Trust, Pencalenick School, St. Clement, Truro, Cornwall, TR1 1TE or by email to [djones@specialpartnership.org](mailto:djones@specialpartnership.org)

Postal applications should arrive at least one working day before the closing date, please ring to check it has arrived safely. You can also deliver your application in person to Reception at the above address during normal office hours (8.30am – 4.00 pm, Monday – Friday). All applications will be acknowledged by email. All applicants will be notified of the outcome of their application.

### **Short listing and interview procedure**

Applicants selected for interview will be contacted as soon as possible after the shortlisting meeting. If their application has been sent by email, applicants will be required to sign their application on arrival at interview.

Only applicants meeting the essential criteria of the person specification will be short listed.

1. References should be received before the interview. As well as being asked about your suitability for the post, relating to the person specification, the reference proforma will ask:
  - for comment on your performance history and conduct, including performance management issues, disciplinary investigations and any proven disciplinary offences, whether time expired or not;
  - for any specific concerns that the referees might have or be aware of in regard to your suitability to work with children.
2. Any discrepancies or anomalies in the information provided or issues arising from references will be taken up with candidates at interview.
3. There will be a range of activities for candidates to participate in during the interview process, with a final panel interview consisting of SPT Trustee representatives, members of the Local Governing Body and a LA SEN representative.
4. There may be a cut off at the end of the first day for some candidates if appropriate before moving on to the final panel interview on day two.
5. Candidates will be questioned about safeguarding children.

### **Interview Expenses**

- Applicants invited to interview will be provided with a form on which to reclaim essential travelling and subsistence expenses in accordance with the agreed SPT scale. Expenses will not be allowed to any candidate withdrawing, or refusing the post for reasons considered to be inadequate, and they will not be paid to the successful candidate until after the appointment has been taken up.
- A contribution towards relocation costs may be considered in special circumstances.
- Completed expense forms should be sent directly to the SPT finance team as directed.

### **Safeguarding Children**

This post is deemed to involve substantial access to children and the governors will require a satisfactory enhanced DBS disclosure for the successful candidate before the appointment is confirmed. Applicants are advised that they should disclose at the time of application, on the declaration form enclosed with the application form, the details of any convictions, cautions, bind-overs, outstanding cases, disqualification from working with children or inclusion on the DCSF list 99 and any allegations concerning behaviour towards children, whether or not the allegations were investigated. Any declarations will be treated in confidence and only seen by the Director, Special Partnership Trust who if necessary will seek advice from HRsupport.

### **Terms and Conditions**

The following terms and conditions apply to Headteacher appointments:

- The receipt of at least two satisfactory references
- Verification of identity
- Verification of qualifications
- Verification of professional status
- A satisfactory Enhanced DBS disclosure
- Verification of medical fitness
- Verification required by Immigration and Asylum Act

## Headteacher Person Specification

Education and Qualifications	Essential	Desirable
Qualified teacher status	X	
Degree or equivalent	X	
NPQH		X
Experience – Financial and Data Management		
Effectively managing budget, funding and resources	X	
Effective strategic planning	X	
Managing and interpreting data to support taking the school forward particularly in respect of budget and performance.	X	
Use of assessment and analysis in raising standards	X	
Experience - People management and leadership		
Successfully leading, motivating and developing staff – including the performance management process	X	
Challenging poor performance and supporting colleagues as required	X	
Proven effective leadership of a significant sized team	X	
Special School Leadership		X
Leading and sustaining educational initiatives for school improvement	X	
Proven ability to lead, organise and motivate a team	X	
Experience – Children with Special Educational Needs	Essential	Desirable
Knowledge and understanding of the varying needs and abilities of pupils with SEN, particularly those on the Autistic Spectrum	X	
Leadership		
Developing and maintain positive relationships with all stakeholders in the SPT and the wider community	X	
Motivating staff to motivate children	X	
Working positively with the school development process – determining, then implementing, priorities	X	
Making the most of staff talent and being a “developer of people”	X	
Holding high standards and expectations and encouraging excellent standards of working amongst colleagues	X	
Supporting the further developments of learning, skills and emotional literacy - with staff, students and parents	X	
Effectively and successfully managing change	X	

Understanding the complexities of, and managing people in a way which results in a positive and productive ethos.	X	
Celebrating achievement and success	X	
<b>Involvement with Children</b>		
Being aware of the diverse nature of the individual pupil's needs	X	
Establishing a rapport with children	X	
Having high expectations of what pupils can achieve and helping staff to find creative ways to achieve this	X	
Leading or supporting at assemblies etc	X	
<b>Personal Qualities</b>		
Having excellent interpersonal skills with an ability to relate confidently to and motivate a wide range of people	X	
Communicating with enthusiasm, confidence and competence	X	
Being an excellent team builder who can implement strategies which lead to our continued improvement	X	
Being professional, loyal and acting with integrity	X	
Respecting others thoughts and opinions, and being able to constructively justify why they might not be used in a given situation	X	
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
Being approachable, visible and accessible	X	
Being empathetic	X	
Being committed to inclusion	X	
Having emotional resilience especially when difficult decisions have to be made	X	
Being a catalyst for change	X	
<b>Equal Opportunities and Safeguarding</b>		
Being committed to equal opportunities	X	
Being committed to maintaining our ethos in which safeguarding is paramount	X	
Being committed to promoting and safeguarding the welfare of pupils, staff and visitors	X	

The starting point on the scale for this appointment will be based on experience. Progression through the seven points will occur on a basis of performance against agreed targets