

**JOB DESCRIPTION****Head of Provision- Cury School**

*The Special Partnership Trust: An ambitious, inspirational partnership of outstanding learning.*

<b>Job Title:</b>	Head of Provision- Cury School
<b>Salary/Range:</b>	Per annum/pro rata L-10-L16 £58,959 - £68,400
<b>Hours:</b>	Full Time
<b>Base:</b>	Cury School
<b>Responsible to:</b>	Headteacher Nancealverne School/Cury school CEO/Director Special Partnership Trust
<b>Direct Supervisory Responsibility for:</b>	Line management of key members of staff
<b>Important Functional Relationships: Internal/External</b>	Internal and External Stakeholders including Special Partnership Trust/Diocese of Truro/Local Authority/Multi-Agency Teams

<b>Main Purpose of Job:</b>
<ul style="list-style-type: none"> <li>• Cury School is a specialist provision for pupils of primary school age, who have an Education Health and Care Plan (EHCP) and have Social, Emotional and Mental Health (SEMH) identified as a primary need.</li> <li>• The school is a part of the Special Partnership Trust and a satellite provision of Nancealverne School.</li> <li>• The Head of Provision for Cury School is a leadership role responsible for the overall management and support the strategic direction of the school catering specifically to students with Social, Emotional and Mental Health (SEMH) needs. The Head of Provision will provide visionary leadership to ensure the delivery of high-quality education and holistic support tailored to meet the diverse needs of students with social, emotional, and mental health challenges. This position requires a strong commitment to inclusion, empathy, and the ability to create a nurturing and supportive learning environment.</li> </ul>

<b>Main Duties and Responsibilities:</b>
<ul style="list-style-type: none"> <li>• Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for Head of Provision and the school's own policy.</li> <li>• Under the overall direction of the Nancealverne Headteacher, play a lead role in formulating the aims and objectives of the schools and establishing the policies through which they are to be achieved.</li> <li>• Be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement.</li> <li>• Proactively manage staff and resources.</li> <li>• Take full responsibility for the school in the absence of the Nancealverne Headteacher.</li> <li>• Carry out the professional duties of a teacher as required.</li> <li>• Undertake role of designated safeguarding lead for the school as part of the wider safeguarding team of Nancealverne School/Cury School.</li> <li>• Take responsibility for promoting and safeguarding the welfare of children and young people within the school.</li> </ul>

## Key Responsibilities:

### Leadership and Strategic Planning:

- Develop and communicate a compelling vision for the school that aligns with the principles of SEMH education and meets the needs of the student population.
- Lead the development and implementation of strategic plans, policies, and procedures to drive continuous improvement in educational outcomes and student well-being.
- Foster a positive school culture that promotes collaboration, innovation, and inclusivity among staff, students, families, and the wider community.

### Educational Excellence:

- Oversee the design, delivery, and evaluation of a differentiated curriculum that caters to the diverse learning styles and needs of students with SEMH challenges.
- Ensure that teaching and learning practices are evidence-based, inclusive, and responsive to the social, emotional, and mental health needs of students.
- Implement effective assessment and tracking systems to monitor student progress, identify barriers to learning, and implement targeted interventions.

### Staff Management and Professional Development:

- Recruit, retain, and support a team of skilled and compassionate educators and support staff with expertise in SEMH education.
- Provide leadership, mentorship, and professional development opportunities to empower staff in effectively supporting students with SEMH needs.
- Foster a culture of reflection, collaboration, and continuous professional growth among all staff members.

### Student Well-being and Support:

- Develop and implement comprehensive pastoral care and behaviour understanding systems that prioritize the social, emotional, and mental well-being of students.
- Collaborate with external agencies, families, and other stakeholders to provide support services and interventions for students with SEMH challenges.
- Champion a restorative approach to behaviour and communication that emphasizes empathy, positive relationships, and the development of social and emotional skills.

### Stakeholder Engagement and Partnerships:

- Build strong partnerships with parents, carers, local authorities, and relevant organizations to ensure a coordinated approach to supporting students with SEMH needs.
- Act as an advocate for SEMH education and raise awareness of the unique needs and strengths of students with social, emotional, and mental health challenges.
- Represent the school at relevant forums, conferences, and networking events to share best practices and contribute to the wider field of SEMH education.
- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the academy's and the trust's pupils at all times.
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance.
- To be aware of and adhere to all Trust policies and procedures.
- To be responsible for your own continuing self-development and attend meetings as appropriate.
- To undertake other duties appropriate to the post as required.

### Skills:

- A recognized teaching qualification and relevant leadership experience in a primary school setting, preferably specializing in SEMH education.
- Demonstrated understanding of SEMH principles, trauma-informed practice, and evidence-based interventions for supporting students with social, emotional, and mental health challenges.
- Strong leadership and interpersonal skills, with the ability to inspire, motivate, and empower staff to achieve excellence in SEMH education.
- Excellent communication and relationship-building abilities, with a commitment to fostering positive partnerships with students, families, and external stakeholders.
- A commitment to diversity, equity, and inclusion, with the ability to create an inclusive and culturally responsive learning environment.
- Knowledge of relevant legislation, policies, and procedures related to SEMH education and safeguarding.
- A passion for making a difference in the lives of students with SEMH needs and a dedication to promoting their well-being and academic success.

### Personal Qualities:

- **Empathy:** Understanding the challenges and emotions of students with SEMH issues is crucial. You should be able to empathize with their challenges and create a supportive environment.
- **Resilience:** Supporting students with SEMH needs can be emotionally demanding. The ability to debrief and reflect on setbacks, handle stress, and maintain composure is essential. Support will be provided.
- **Flexibility:** Every student with SEMH needs is unique, so flexibility in approaches to teaching, behaviour management, and support is vital.
- **Communication Skills:** Effective communication with students, parents, staff, and external stakeholders is crucial for creating a cohesive and supportive school community.
- **Leadership:** Strong leadership skills are necessary to set clear expectations, inspire staff, and create a positive school culture that promotes the well-being of students.
- **Creativity:** Thinking outside the box to find innovative solutions that meet the needs of students with SEMH issues is important. This might involve creative teaching methods, therapeutic interventions, or community partnerships.
- **Collaboration:** Working collaboratively with teachers, support staff, therapists, and external agencies is essential for providing holistic support to students with SEMH needs.
- **Advocacy:** Being an advocate for students with SEMH needs within the school, community, and educational system is crucial to ensure they receive the support and resources they require.
- **Continuous Learning:** SEMH research is complex and ever evolving, so a commitment to ongoing professional development and staying abreast of current research and best practices is essential.

### Company Description/Overview:

We are a specialist educational trust on a journey to raise the bar and set new standards for Special Educational Needs (SEN) throughout the Southwest.

The Trust was founded in 2016 and is now made up of ten schools and ARBs. Unlike other trusts, we are purely made up of SEN schools and ARBs. This puts us in a unique position to do things differently.

We realised early on in our journey that there wasn't a one-size-fits-all approach. So, we developed a philosophy that places our young people front and centre. Every decision we take is based on meeting the needs of our young people and helping them succeed, and when we say 'succeed' we don't just mean academically.

When you work with us, you'll be joining a specialist educational trust on a journey to raise the bar and set new standards for Special Educational Needs (SEN) throughout the UK.

We are not afraid to do things differently and we never settle for ordinary. We aspire to be the best in everything that we do. We provide our young people with the highest quality education, give them access to the best opportunities available to them, and take pride in giving them a sense of self-worth and purpose - built on a foundation of resilience and independence.

Through collaboration, co-operation, and creativity - underpinned by an ethos built on inclusivity, empowerment, and transparency - we aim to inspire every single young person (as well as their families and our staff) to be the very best versions of themselves they possibly can. We do this through an ambitious, specialist curriculum that goes beyond school life and focuses on living as well as learning.

We step outside the comfort zone when it's needed, we care more than people think is needed or necessary, and we genuinely want to improve the lives and experiences of our learners. We dare to be different; we have courage in our convictions, and we strive every single day to draw the best out of everything and everyone in our community.

#### **We are...**

**Ambitious.** We believe in setting new standards and consistently raising them through the quality of our work and approach.

**Aspirational.** We dream big and are brave enough to act on our aspirations. Invested. We care. It's easy to say but, for us, it flows through every part of the Trust. We're invested in improving the lives of our young people both now and into the future.

**Purposeful.** We don't do things for the sake of doing them. We're driven by our purpose and committed to turning our vision into a reality.

**Genuine.** Honesty, transparency, and authenticity are what all our work is built on. Inclusive. Every single voice matters. Everyone can have ideas, express views, and be heard.

**Energetic.** We make SEN exciting. We're the go-getters and the trend-setters. We're not bound by convention and infuse our energy and passion through everything we do.

**Specialist.** We are a specialist trust and this gives us a unique and unprecedented insight into the needs of our young people and their families.

Person Specification:			
	Essential	Desirable	Recruiting method
<b>Education and Training</b>	A recognized teaching qualification and relevant leadership experience in a school setting, preferably specializing in SEMH education.	NPQH/ NPQSL or other leadership qualification.  Primary school leadership experience.	Application
<b>Skills and Experience</b>	Recent experience of working successfully as a senior leader in a school.	Evidence of major whole school responsibilities and experience of turning policy into effective and successful practice.  Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school.	Application/Interview/Assessment
<b>Specialist Knowledge and Skills</b>	Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people.  Demonstrates an awareness, understanding and commitment to equal opportunities.  A clear understanding of the essential qualities necessary for effective teaching and learning.		Application/Interview/Assessment

	Up to date knowledge of statutory regulations and guidance relating to the post.		
<b>Behaviours and Values</b>	Evidence of commitment to the values of Cury School. (Displayed on Website)		Application/Interview/Assessment

<b>Special Conditions related to the post</b>	
<ul style="list-style-type: none"> <li>• <i>Physical fitness</i></li> <li>• <i>Able to work unsocial hours</i></li> <li>• <i>Key holder</i></li> <li>• <i>Ability to drive/ access to transport.</i></li> </ul> <p><b><i>The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.</i></b></p> <p>Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:</p> <ul style="list-style-type: none"> <li>• Enhanced Disclosure &amp; Barring Service (DBS) Certificate with barred list information</li> <li>• Receipt of two satisfactory employer references one of which must be from your current or most recent employer</li> <li>• Satisfactory verification of relevant qualifications</li> <li>• Satisfactory health check</li> </ul> <p>All new employees will be required to undertake mandatory training required by the Trust.</p>	

<b>How to apply:</b>	<p>To download an application pack or apply online please visit: <a href="http://www.nancealverne.org.uk">www.nancealverne.org.uk</a> or <a href="http://www.curyschool.org">www.curyschool.org</a></p> <p>Please complete an application form in full and return to:</p> <p>Mrs Jessica Jackson <a href="mailto:jjackson@nancealverne.org.uk">jjackson@nancealverne.org.uk</a></p> <p>Please note that we do not accept CVs.</p>
<b>Contact details:</b>	<p>Address:</p> <p>Nancealverne School, Madron Road, Penzance. Tel: 01736 365039</p> <p>E-mail: <a href="mailto:jjackson@nancealverne.org.uk">jjackson@nancealverne.org.uk</a></p>
<b>Closing date:</b>	<p>Please note that if you have not received a reply within 28 days of the closing date you must assume that, on this occasion your application has been unsuccessful.</p>

**Our Trust is committed to providing employee benefits that motivate and reward our employees.**

**Our benefits include:**

- A competitive salary
- You will be eligible to join the local government pension scheme/Teachers pension scheme
- Extra Special Rewards Portal, providing staff with discounts, special offers and cash back opportunities
- Employee Assistance Programme providing a support network, advice and guidance 24/7
- Simply Health Optimise Health Plan – helping staff claim money back towards the cost of healthcare treatments and providing access to counselling services/health checks and wellbeing tools via an App
- Occupational Health support and access to Thrive, (NHS approved mental wellbeing app)
- Cycle to Work scheme
- Long Service Awards
- Family friendly policies/Flexible working
- Continued professional development support and apprenticeship opportunities.

To find out further information please visit the Trust/Schools website at [www.specialpartnership.org](http://www.specialpartnership.org)  
[www.curyschool.org](http://www.curyschool.org)