

**Assistant Head Teacher  
(AHT)**

**Job Application Pack**

**Starting January 2025**

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September 2024

Dear Candidate

**Re: Post of Assistant Headteacher at Longwill School for Deaf Children**

Thank you for your interest in Longwill School. Please find all the information you will need to decide about applying for the post of Assistant Headteacher.

The governors are keen to appoint an experienced and qualified Teacher of the Deaf as an Assistant Headteacher. We are a sign bilingual school, and so it is important that you have a good level of skills in British Sign Language (it is expected that all staff will achieve BSL level 3 and more over time).

Longwill is an outstanding, happy and caring school. The governors are looking for an AHT who has a proven track record of successful leadership who will take Longwill even further and build on its strengths and history of success with creative flair, drive and good humour.

The school is a member of the Birmingham Special Schools Co-operative Trust (BSSCT), which is a collaboration between seven special schools in the city striving to secure world class education for its learners and a high quality CPD for its staff. Senior leaders have an opportunity to drive forward improvement in the own school by being outward facing and collaborative with the BSSCT and other networks locally and nationally.

We welcome visits to our school prior to the closing date (7<sup>th</sup> October at 9am). Please contact the school office on 0121 475 3923 to arrange an informal visit.

Please send completed applications to my School Business Managers, Jacqui Smith, via email to:

[j.smith@longwill.bham.sch.uk](mailto:j.smith@longwill.bham.sch.uk)

Yours sincerely,



Mrs Alison Carter  
Headteacher

**Headteacher** | Alison Carter

Longwill School for Deaf Children, Bell Hill, Northfield,  
Birmingham, B31 1LD

T: 0121 475 3923 E: [enquiry@longwill.bham.sch.uk](mailto:enquiry@longwill.bham.sch.uk)

[www.longwill.bham.sch.uk](http://www.longwill.bham.sch.uk)

 Birmingham Special Schools'  
Co-Operative Trust  
[bhamcooptrust.org.uk](http://bhamcooptrust.org.uk)

**Signature**  
*excellence in communication  
with deaf people*



Artsmark  
Silver Award  
Awarded by Arts  
Council England



## **Longwill Primary Special School for Deaf Children**

Longwill is currently a 65 place Special School for profoundly Deaf children aged from 2-11 years old who come from across the West Midlands Region.

### **The Learning Environment**

- Longwill is a sign-bilingual, bi-cultural learning environment, which strives to support and develop the communication needs and abilities of its members so that the pupils are equipped to function effectively within both the Hearing and the Deaf world.
- We educate our pupils as independent free thinkers, ready for 21st century life, capable of embracing the technology of tomorrow, who are adaptable, self reliant, resourceful and tolerant of change and who can contribute to the wider community.
- Pupils are taught within small groups by Teachers of the Deaf.
- 11 Deaf staff act as positive cultural and linguistic role models, teaching BSL and supporting learning in the classroom. Both languages (English and BSL) are equally valued and promoted.
- The Social and Emotional Aspects of Learning (SEAL) are woven into the curriculum to ensure the emotional wellbeing of all pupils. We have three Learning Mentors on our staff.
- We teach English through a variety of means, using BSL, Sign Supported English, Signed English, as well as communicating orally where appropriate.
- We employ a digital team to ensure that Longwill continues to lead the way in using digital media to enhance deaf education.
- We work closely with Speech and Language Therapists, our Educational Audiologist and a range of professional to support positive outcomes for Deaf children.

### **Initiatives**

- The school is part of the Birmingham Special Schools Co-operative Trust. It has an outward facing approach and recognises the benefits of strong partnership working.
- We teach BSL courses in school and encourage a wider community of schools to know BSL.
- All Teachers of the Deaf engage in Action Research and collaborate closely with universities in developing and improving ways to teach Deaf pupils.
- Longwill teaches Thinking and Learning skills especially through the use of Building Learning Power.
- 'Visual Phonics by Hand'- was developed at Longwill to support phonic skills for Deaf pupils, who are visual learners.
- The school holds the Gold Rights Respecting Schools Award (UNCRC) and is proud of our achievement in creating a school where pupil voice is strong and pupils are confident contributors to making the world a better place.

**Please visit through our website** [www.longwill.bham.sch.uk](http://www.longwill.bham.sch.uk)

Headteacher- Mrs Alison Carter

Longwill School, Bell Hill, Northfield, Birmingham B31 1LD

Email – [a.carter@longwill.bham.sch.uk](mailto:a.carter@longwill.bham.sch.uk)

Telephone – 0121 475 3923

**Permanent Full Time Post  
Assistant Head Teacher (must have leadership experience and QToD)  
L8- L12 (£59,167 to £65,286)  
Full Time Post Required for January 2024  
(0.6 fte Leadership Duties & 0.4 fte Classroom Based)**

**Head Teacher - Mrs Alison Carter  
Longwill Primary School for Deaf Children, Bell Hill, Northfield, Birmingham B31 1LD  
Telephone: 0121 475 3923 Email: [enquiry@longwill.bham.sch.uk](mailto:enquiry@longwill.bham.sch.uk)**

Our highly successful innovative and welcoming primary special school caters for children between the ages of 2 – 11 years old who are Deaf and require a sign bilingual education. We are currently funded for 65 places. The school has a national reputation as a centre of excellence in Deaf Education. We seek to appoint a committed and skilled Assistant Head Teacher who is also a Qualified Teacher of the Deaf, passionate about learning and wishes to work within our sign bilingual setting. The successful candidate would work 3 days each week focussing on leadership responsibilities and 2 days as a class teacher.

Longwill is a small, friendly special school which offers an excellent education to Deaf pupils from throughout the West Midlands and surrounding areas. We are looking for a practitioner who:

- Is a qualified Teacher of the Deaf, or an outstanding classroom practitioner.
- Has experience in leadership
- Has high expectations for pupils and is an excellent communicator.
- Thinks creatively.
- Is enthusiastic, motivated and a lifelong learner.
- Is able to work well in teams.
- The ability to communicate in British Sign Language at Level 2 or above is essential.

We can offer you:

- An innovative and exciting special school environment, committed to providing the best opportunities for Deaf children and staff.
- Delightful and hardworking Deaf sign bilingual children.
- A supportive environment with dedicated and highly skilled staff.

A commitment to CPD is essential.

Informal visits are strongly encouraged. Please contact the school office to arrange on 0121 475 3923

**Closing Date for Applications: 7<sup>th</sup> October 2024 at 9.00 am**

**Further information and an application pack is available on the school website [www.longwill.bham.sch.uk](http://www.longwill.bham.sch.uk) Please note that we are unable to accept CV's.**

**Interviews to be held week commencing 21<sup>st</sup> October 2024.**

**Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work in the UK.**

**An online search will be carried out on all shortlisted candidates.**

**Longwill School for Deaf Children**

**Job Description for an Assistant Headteacher  
L8 – 12 (£59,167 - £65,286)**

**Full time, permanent contract**

**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 and online checks will be undertaken on all shortlisted candidates.**

The appointment is subject to the current conditions of employment for Assistant Headteachers as required by Paragraphs 48-52 of the School Teachers' Pay and Conditions Document.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

**1. Job Purpose**

The Assistant Headteacher will be responsible for working with and supporting the Headteacher on key leadership and management areas to promote the general educational progress and well-being of pupils in the school. This will include three days each week focussed upon leadership responsibilities and two days a week as a class teacher.

**2. Duties and Responsibilities**

**2.1 General**

2.1.1. To undertake the professional duties of a teacher other than a head teacher, as set out in paragraphs 48-52 inclusive of the School Teachers' Pay and Conditions Document, including those duties particularly assigned by the head teacher;

2.1.2 As required by paragraph 48.1 of the School Teachers' Pay and Conditions Document, to play a major role under the overall direction of the head teacher in:

- (a) formulating the aims and objectives of the school;
- (b) establishing the policies through which they are to be achieved;
- (c) managing staff and resources to that end;
- (d) monitoring progress towards their achievement;

in accordance with the policies of the school, the City Council and the school development plan determined by the governing body;

2.1.3 To undertake any professional duties of the head teacher reasonably delegated by the head teacher;

2.1.4 To undertake, to the extent required by the head teacher or the governing body, the professional duties of the head teacher in the event of the head teacher's absence from the school.

## 2.2 Specific

- a) support the vision, ethos and policies of the school and promote high levels of achievement;
- b) support the creation and implementation of the school development plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it;
- c) support the head teacher managing changes required for the benefit of the Deaf pupils in Birmingham.
- d) collaborate with other partners within the BSSCT and the Sign Bilingual Consortium to promote excellent outcomes for Deaf sign bilingual pupils within the school;
- e) demonstrate high standards of personal integrity, loyalty, discretion and professionalism;
- f) develop a classroom environment and specialist deaf teaching practice which secures effective learning across the breadth of the EYFS and National Curriculum and provide a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline;
- g) take responsibility for the development and monitoring of a curriculum area(s) or whole school curriculum aspect(s);
- h) support the provision of an exciting, stimulating, creative and connected curriculum, which is personalised to the needs of Deaf children, including leading areas of the curriculum;
- i) support the head teacher in monitoring of the quality of teaching and children's achievements including the analysis of performance data;
- j) support the head teacher in developing positive working relationships with and between all staff and provide and sustain motivation;
- k) lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes;
- l) support the head teacher in the implementation of the school's performance management policy;
- m) support the head teacher in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met;
- n) take on specific tasks related to the day-to-day administration and organisation of the school;
- o) contribute to the positive ethos of the school;
- p) undertake phase leadership responsibilities.

## 3. **Line Management - responsibility to and for**

3.1 Responsible to the Head Teacher

3.2 Responsible for the supervision of designated teaching and support staff

## 4. **Conditions of employment**

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

**5. Review and Amendment**

5.1 This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. 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 Head Teacher

Copy received by

.....  
Signature of the Postholder

Date

.....





<b>OTHER</b>	Motivation for working with D/deaf children.	<b>AF, I</b>
	Ability to form and maintain appropriate relationships and personal boundaries with children.	<b>AF, I</b>
	Emotional resilience in working with children experience dysregulated behaviour.	<b>AF, I</b>
	Implement safeguarding legislation and support a proactive culture of safeguarding, risk assessment and management.	<b>AF, I</b>
	Ability to coach and develop all school staff effectively.	<b>AF, I</b>
	Promote positive behaviour strategies within a trauma informed, attachment aware environment.	<b>AF, I</b>
	Actively involve all staff, parents, governors and the wider D/deaf community in the life and work of the school.	<b>AF, I</b>
	Be a life-long learner.	<b>AF, I</b>
Support equality of opportunity, essential for the health, safety and well-being of the school community.	<b>AF, I</b>	

- \*
- 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, Presentation.
  - Those elements marked **I/P** - will be evaluated during the selection process e.g. Interview, Presentation

**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.*

# Inspection of Longwill Primary School for the Deaf

Bell Hill, Northfield, Birmingham, West Midlands B31 1LD

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Inspection dates: 8 and 9 November 2022

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

At Longwill, being deaf is a reason to be proud. Pupils thrive, surrounded by belief and pride. Inspirational deaf and hearing staff inspire pupils to believe they can achieve anything and give them the knowledge and skills they need to succeed. Consequently, pupils develop into proud deaf learners ready to take on the world.

Barriers encountered by being deaf are systematically broken down. From day one, all pupils are taught to be confident British Sign Language (BSL) users. Most leave with qualifications in BSL. The way in which leaders identify and meet pupils' special educational needs and/or disabilities is exemplary.

Pupils' behaviour is exemplary in class and around the school. On the rare occasions when behaviour is challenging, caring staff act swiftly. They find out why the behaviour has happened and put the right support in place. Throughout the school, there is a calm, purposeful and safe environment. Some pupils feel bullying never occurs, while others think it happens sometimes. However, they all agree that if it does happen, staff deal with it.

Pupils are taught to understand their rights and feel confident to stand up for themselves. An impressive range of clubs, such as chess, eco-warriors and science, technology, engineering, arts and mathematics (STEAM) club develop pupils' own interests and hobbies. Carefully planned trips and residential promote pupils' confidence, resilience and self-belief.

## **What does the school do well and what does it need to do better?**

Since the last inspection, inspirational leaders have continued to drive improvements at the school. Leaders and staff, supported by a strong governing body, are rightly proud of their school. Expectations are high for all pupils. Pupils work hard to achieve the ambition that leaders and staff have for them. The commitment to ensuring that every child is proud to be deaf lies at the core of this fantastic school.

Pupils have different types of hearing loss and deafness. In some cases, they have additional needs, such as autism spectrum conditions or medical needs. Highly skilled staff sign in every lesson to make sure that pupils understand their learning and make progress. School staff work alongside specialists, such as speech and language therapists, occupational therapists, and health services, to put the right support in place.

Children get off to a great start in the early years. 'Stay and play' sessions, along with frequent meetings with parents and preschool services, ensure that the provision is produced with families and well planned. High expectations from the start mean no moment is wasted in teaching reading or BSL. Consequently, children quickly learn the skills they need to access different subjects. Caring staff listen to

the views and opinions of all children. Children learn that their voice matters and there are people around them willing to listen.

As many pupils cannot hear or process sounds, leaders and teachers have created their own approach to teaching visual phonics for deaf children, 'Visual Phonics by Hand'. This impressive phonics scheme enables more and more pupils to quickly learn to read. When pupils start in the nursery, they learn the signs for different phonics. Guided reading sessions and whole-class signed reading sessions inspire pupils to develop a love of reading. Staff training is regular, helping all staff to share the commitment that all pupils will become confident readers who love books.

Subject leaders continue to improve and refine their curriculum. They have clearly identified the vital knowledge that all pupils must learn. Lessons are well planned and build precisely on what pupils have learned in the past. Teachers carefully assess how much pupils have learned and remembered from the past. Across all subjects, expectations and ambitions are equally high.

Sequences of lessons help to build pupils' knowledge around key concepts. For example, in history the theme of invasion is covered by looking at civilisations across different centuries. In other subjects, such as relationships, personal, social, health and economic education, lessons build knowledge and the ability to problem-solve and develop independence. In computing, digital literacy knowledge is developed over several years so pupils can use various systems to communicate and engage with the wider world.

All leaders and staff are committed to preparing pupils for the world around them. Deaf studies are a real strength of the school. Staff teach about communication skills, assistive technology, and deaf community and cultural awareness. The school's 'smILE' project provides opportunities for all pupils to practise their skills in the local community. Forest school, nurture groups, and garden festivals are just some of the many opportunities that enrich the pupils' experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a strong understanding of the specific risks that a deaf child might encounter growing up in their local community. Staff are well trained and know what to do when they have concerns about a child. When these concerns arise, leaders act swiftly to address those concerns. Lessons help the pupils know what to do to keep themselves safe. 'Helping hands' help pupils identify five people to ask for help. This means pupils know what to do if they feel unsafe and feel confident that staff will help them if needed.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted

Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

### **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103603
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10212000
<b>Type of school</b>	Special
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 12
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Caroline Lane
<b>Headteacher</b>	Alison Carter
<b>Website</b>	<a href="http://www.longwill.bham.sch.uk">www.longwill.bham.sch.uk</a>
<b>Date of previous inspection</b>	28 March 2019, under section 8 of the Education Act 2005

## Information about this school

- The school do not use any registered or unregistered alternative provisions.
- The school offers provisions for nursery-aged children as part of the early years classes.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors completed deep dives on the following subjects: communication, reading, mathematics, and personal, social, health and economics education. In these subjects, they visited lessons, looked at pupils' work, and talked with pupils and staff about how these subjects were taught. Inspectors also looked at other subjects in less detail to check how they were planned and taught.

- A BSL interpreter accompanied inspectors on some of their visits to lessons and for some discussions with pupils and deaf staff.
- Inspectors asked pupils, staff, leaders and those responsible for governance about safeguarding arrangements. They scrutinised the employment checks on school staff and looked at other school records. They also found out about health and safety procedures and routines.
- Inspectors observed informal times to evaluate safeguarding and pupils' behaviour.
- Inspectors also spoke to a representative from the local authority and a representative of the Birmingham special schools' cooperative trust.
- During the inspection, the inspectors had formal meetings with the headteacher, senior leaders, subject teachers, governors, teachers and pupils. They also talked informally with parents, carers, transport drivers and transport escorts, pupils and staff to gather general information about school life.

### **Inspection team**

Chris Pollitt, lead inspector

His Majesty's Inspector

Andrew Orgill

Ofsted Inspector



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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## **Longwill School Mission Statement**

**Longwill has a strong commitment to realising and celebrating the potential of our Deaf bilingual pupils. This underpins our vision, plans and action to improve and develop learning. Everyone in school has a sense of purpose, a passion for lifelong learning and a responsibility for his/her own development. Each child is viewed holistically and places a strong emphasis on personalised learning. Each and every member of the school is of equal worth. Tolerance, good behaviour and respect are therefore crucial.**

**We want independent free thinkers, ready for 21st century life, capable of embracing the technology of tomorrow, who are adaptable, self-reliant resourceful and tolerant of change and who can contribute to the wider community.**

**Longwill is a bilingual, bicultural learning environment, which strives to support and develop the communication needs and abilities of its members so that the pupils are equipped to function effectively within both the Hearing and the Deaf world; proud of their heritage and confident to move freely in whichever world they choose.**

# LONGWILL'S CONNECTED CURRICULUM

<b>CONNECTED child</b>		<b>CONNECTED curriculum</b>				<b>CONNECTED community</b>					
<p><b>-The framework is underpinned by our whole school ethos and values that supports the UN Convention on the Rights of the Child.</b></p> <p><b>Safeguarding is the golden thread that runs through all areas of our curriculum.</b></p>											
<p>Intent: Our aim is to support and develop <b>confident, engaged, happy and resourceful young Deaf life-long learners</b>. The CONNECTED Longwill Curriculum strives to support pupils to be the best they can through a highly personalised and child focused curriculum. This will enable them to function effectively within both the Deaf and Hearing world and communicate as proud bi-lingual and bi-cultural young people; who are actively engaged and can contribute within a diverse community.</p>											
<b>Safe</b>	Good communicators	UNCRC Articles	Healthy	<b>Kindness</b>	Respectful	Resilient	Reflective	Reciprocal			
Independent thinkers	Feel valued	Risk-takers	Curiosity & questioning	Problem solvers	<b>Proud to be Deaf</b>	Active in society		Resourceful			
Adaptable	Successful	Environmentalists	Imagination	A sense of <b>belonging</b>	Making Links			<b>Recall</b>			
<p>Implementation: A <b>broad, varied, personalised and relevant</b> curriculum for the Deaf is offered to every child. Every child has the right to education that enables them to develop to their full potential (Article 28). Every child at Longwill benefits from a <b>sign bilingual</b> approach, where their <b>cultural capital</b> is optimised. Pupils receive an outstanding and <b>high quality of education</b> from the Early Years Foundation Stage Curriculum through to the National Curriculum. Longwill has a bespoke personalised Curriculum for the Deaf, which encourages knowledge, understanding and pride in their Deaf identity, culture, history and language. As a school-wide approach, we adopt <b>Building Learning Power (BLP)</b> that builds resilience and self-esteem, developing pupils who know their rights and respect the rights of others.</p>											
<b>Experiential</b> Hear it! See it! Touch it! Feel it! Do it!			<b>Visual for the Deaf</b> Every lesson is a visual lesson!				<b>Language Rich</b> Every lesson is a language lesson!				
<b>Curriculum for the Deaf</b>	<b>SMSC</b>	<b>Personal Development</b>	<b>Forest Schools</b>	<b>CLubs</b>	<b>BLP</b>	<b>BSL</b>	<b>UN CRC</b>	<b>Pupil Voice</b>	<b>SEAL</b>	<b>R.E</b>	<b>Deaf Studies</b>
<b>Early Years Curriculum</b>	<b>Physical Development</b>	<b>Personal Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Design</b>				
<b>Education &amp; Health Care Plans EHCP</b>	<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Sensory and Physical</b>								
<b>National Curriculum</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Art and Design</b>	<b>Computing</b>	<b>Physical Education</b>	<b>Geography</b>				
<b>Impact</b>	<b>Factual knowledge recalled</b>	<b>RPSHE</b>	<b>Music</b>	<b>History</b>	<b>Design &amp; Technology</b>	<b>Languages</b>	<b>Deaf Studies</b>				
			<b>High quality communication in both BSL and/or English</b>								<b>Pupil Voice</b> is strong.
<b>Pupils transition to secondary provisions with pride in their identity and their achievements</b>			<b>Pupils able to work collaboratively</b>				<b>Confident contributors</b> to the wider community				
<p>A positive sense of <b>personal well-being</b></p>											
<p><i>The Connected Curriculum ensures links are made between child-centred learning and the wider community so our children are prepared for life in the world.</i></p>											

**CONNECTING Longwill Curriculum to the areas of need within the Education Health and Care Plans** - Longwill pupils benefit from a highly visually, highly personalised, broad –balanced and connected curriculum. Pupils are engaged in a range of tasks, both within and beyond the classroom. Below are some of the learning that is mapped on their EHCP.

Communication and Interaction	Cognition and Learning
<ul style="list-style-type: none"> <li>• smiLE programme</li> <li>• BSL one to one sessions</li> <li>• BSL/Spoken English/Sign Supported English</li> <li>• Speech and Language support</li> <li>• Inclusion programme</li> <li>• Parental communication</li> <li>• Visual displays</li> <li>• Technical vocab displayed</li> <li>• Communication in Print2</li> <li>• Deaf Awareness</li> <li>• Signature Level 1 exam</li> <li>• BSL/English Story Time (Story Sacks)</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Visits</li> <li>• Structured timetables and routines</li> <li>• Local curriculum, National and EYFS curriculum</li> <li>• Wider experiences: Forest School</li> <li>• Experiential learning</li> <li>• Visual Phonics by Hand</li> <li>• Deaf Studies</li> <li>• BSL Programme</li> <li>• Maths Reasoning/ FITTS</li> <li>• Write Dance</li> <li>• Role-Play</li> <li>• BSL/English Story Time (Story Sacks)</li> <li>• Foundations for Literacy</li> </ul>
Social, Emotional Mental Health and Wellbeing	Physical and Sensory
<ul style="list-style-type: none"> <li>• Circle time</li> <li>• Learning Mentor sessions</li> <li>• Behaviour Support</li> <li>• Celebration Assemblies</li> <li>• Golden Time</li> <li>• Play times</li> <li>• RPSHE</li> <li>• Religious Celebrations/studies</li> <li>• Class and whole school reward systems</li> <li>• Youth Club</li> <li>• Nurture Group</li> <li>• Pupil voice- UNCRC</li> <li>• Home-Learning</li> <li>• BSL/English Story Time</li> <li>• House Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture Group</li> <li>• Learning Beyond the Classroom</li> <li>• Physiotherapy programme</li> <li>• Occupational Therapy support</li> <li>• Use of sensory breaks</li> <li>• Swimming</li> <li>• Sporting opportunities</li> <li>• Audiology support</li> <li>• Physical Education</li> <li>• Fine and Gross motor group</li> <li>• Gymnastics</li> <li>• Dance /Yoga</li> <li>• Music</li> </ul>

## STRATEGIC IMPACT REPORT TO TRUST GOVERNORS

Date: June 2024	Time Period: Sept 23-May 24	Written By: Tracy Ruddle: Trust Development Leader
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<b>BSSCT VALUES</b>	
a. Trust b. Confidentiality c. Open and honest discussion d. An appreciation of how actions can impinge and impact on others e. A focus upon the workings of the Trust at a collaborative, rather than at individual school level	
<b>VISION OF BSSCT</b>	
To work in partnership to advance the education of Special Schools' learners and staff and benefit the wider community achieving more together than working alone.	
<b>STRATEGIC AIMS OF TRUST</b>	
a. Ensuring high quality provision for special education learners; b. High quality professional development to promote leadership at all levels; c. Creating mutually beneficial, meaningful partnerships.	
<b>HOW WE WILL ACHIEVE THESE AIMS</b>	
Through the writing, implementation, monitoring and evaluation of an annual Trust Development Plan <a href="https://onedrive.live.com/edit.aspx?resid=B42E8621D3D0D5E5!1333&amp;ithint=file%2cxlsx&amp;authkey=!AHBKSn5Mp4F6MFE">https://onedrive.live.com/edit.aspx?resid=B42E8621D3D0D5E5!1333&amp;ithint=file%2cxlsx&amp;authkey=!AHBKSn5Mp4F6MFE</a> (look under the second tab at the bottom) The Plan identifies key objectives to be achieved over each academic year in order to achieve the strategic aims.	
OBJECTIVES 2023-2024	Ofsted Areas
Providing safe opportunities for independent interaction for learners to improve communication and confidence and enabling them to flourish outside of their own school	Quality of Education
To create learner voice tools especially for the most complex learners	
Continue to improve communication about the work of the Trust both within the Trust schools and externally.	Leadership & Management
Raise attendance across all Trust schools	Behaviour and Attitudes
Develop Trust and Leadership professional development to ensure that school leaders are supporting and holding each other to account more.	Leadership and Management
Ensure pupils have access to a broad curriculum to enable them to discover further talents	Personal Development
LEADERSHIP AND MANAGEMENT	
ACTIONS	IMPACT
New TDP written and being implemented. <a href="#">TDP 2023-2024</a>	The work of the trust is now closely aligned to school improvement in all and individual schools.
Shared Trust events calendarized including Common Ground Arts Project	Many more of the 7 schools are now able to send staff and or pupils to shared events as there is sufficient time to ensure they can benefit from these.
Trust web site in process of being updated and a new updated logo.	
Autumn, Spring and Summer Term newsletters produced	Communication about the work of the Trust is being improved to enable access by a wider audience to raise awareness of disability alongside providing shared activities to benefit a greater number of Special Needs children .
The Leadership Programme has been rewritten and 16 leaders have been enrolled and attended the course across this academic	11 Trust leaders have received 4 full days of leadership CPD. 5 further external leaders enrolled provide £1500 of funding towards course costs. (Full cost £2560 to cover room hire and

year. The course was advertised to all Special Schools in Birmingham. This year it involved Industry experts and 5 of the Trust's HTs and as required alumni from earlier courses.



Leadership Programme Flyer

2 key subject networks: Maths, English meet termly and these are led by a leader from one of the schools. Protocols have been written and CPD provided for English, Maths and PSHE leaders in all 7 schools to enable subject peer reviews to take place.

Delivery of a pilot Subject Maths & English Peer Review at Dame Ellen Pinsent led by DEP Maths leaders and Maths leaders reviewers from Hamilton, Fox Hollies and Longwill.

Whole School peer reviews carried out at Fox Hollies and Wilson Stuart.

Hamilton received intensive support in both Maths and English to help leaders further develop the curricula as its moves into an All Through Provision.

Following RACC issues at Baskerville Trust schools approached to provide help. Hamilton school provided 2 classrooms daily for 14/15 pupils along with hall space, lunchtime space and playground facilities. A

catering). Leaving a cost to the Trust of £1060 (£151.42 per Trust school (£96.36 per Trust Leader). This is covered within the annual payment each school contributes to the Trust.

The participants have clearly gained a great deal from the first three days. See evaluations.

[Day 1 Evaluations](#)

[Day 2 Evaluations](#)

[Day 3 Evaluations](#)

Headteachers are clear that the impact is already being seen in their own schools. Furthermore, the Trust 'owns' the training package and Headteachers are involved in delivery saving on current and future external facilitator costs.

21 subject leaders have been trained in the Trust subject review model and understand the principles and protocols under which subject reviews must be carried out.

Dame Ellen Pinsent has had a subject Review in both Maths and English. The school found the process extremely helpful both for identification of Maths strengths and possible action points for development. The 3 external reviewers described the process as invaluable for their own professional development and all have adopted ideas to use in their own schools. The protocols were adhered to and over time it will enable all Maths leaders to deeply see Maths practice in one of the Trust Schools. A further English review was carried out in April and was equally helpful to the school and reviewers.


The purpose and focus of the reviews are clear and all 3 reviewers have the necessary documentation to prepare fully for the review. The reports are clear and both schools have found them highly useful for school improvement and is useful for individual schools to demonstrate to Ofsted they are working externally and getting quality assurance.

Reports from the Maths leader at Hamilton identified had helpful the proves had been for Maths development. "Thank you all of your support yesterday. It was really helpful to have your input to back up what we have been preparing. I think it would be useful to carry out a full review of the teaching and learning following the new curriculum implementation."

14/15 Baskerville pupils received long term daily full teaching provision with appropriate facilities thus providing long continuity to their education.

<p>further 2 days a week was offered by The Pines</p> <p>To develop professional development for Teaching Assistants Dame Ellen Pinsent and Longwill are piloting teaching assistant swap days.</p>	<p>Teaching Assistants recognise the value of this opportunity and have asked to be part of the process. It is hoped that the impact will be similar to that of the subject review .</p>
<p>Next Steps Write TDP for 24-25 Evaluate TA swap days Support Hamilton Identify schools for whole school peer review and subject reviews Make a decision on Leadership Programme 24-25</p>	

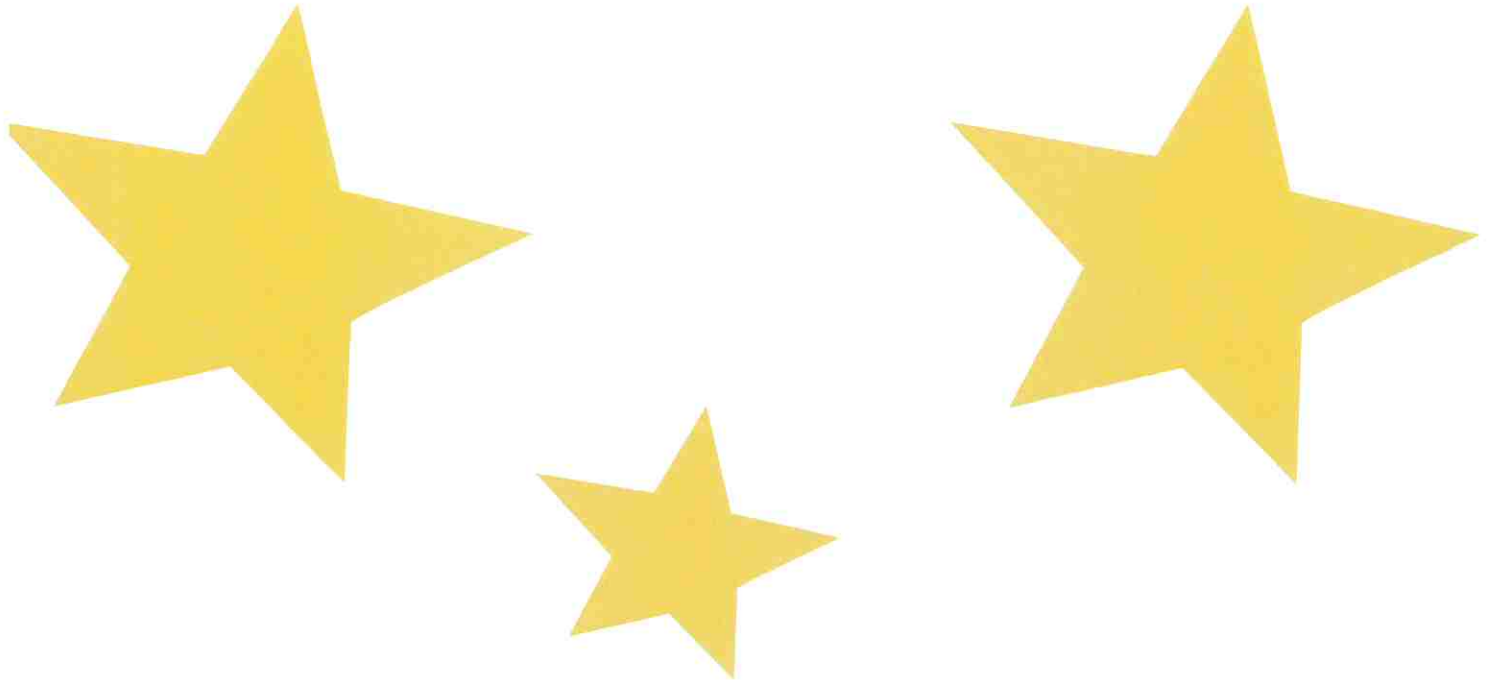
QUALITY OF EDUCATION	
<p><b>ACTIONS</b></p> <p><b>Common Ground Arts Project:</b> Funding has been successfully bid for, resident artists have been sourced for all 7 schools and a full day planning CPD has been carried out additionally Arts training films are being created. <a href="#">2024 — commongroundarts</a></p> <p>Rights Respecting Schools conference at Longwill opened up to Trust schools</p> <p>Fox Hollies have opened up a Maths workshop to 2 schools in the trust</p> <p>Forest Schools day 19/3/24</p> <p>World Book Day</p> <p>Let's Connect event at Dame Ellen Pinsent</p> <p>English Maths Subject Networks</p>	<p><b>IMPACT</b></p> <p>Schools have an additional £64,000 to support the 2<sup>nd</sup> year of the programme. Project leaders in all 7 schools have had support to ensure the project makes the best use of resident artists as possible. Training films for Art subject leads and teachers of Art will support ART CPD for the future and is future proofing the success of the Arts across both Trust Schools and other Special Schools..</p> <p>All BSSCT schools are attending this event.</p> <p>Hamilton have taken up the offer</p> <p>6 schools participating</p> <p>6 Number of schools participating</p> <p>Fox Hollies joined Dame Ellen Pinsent School for their Let's Connect event on Thursday 8<sup>th</sup> Feb. Snow White was the theme with a key focus on performing arts. The children got to share learning experiences and sensory environments, that helped them re-tell the story of Snow White in their own way.</p> <p>Shared resources and ideas have improved shared theme days e.g. World Book Day and Number Day enabling more children to benefit from high quality resources and teaching across all 7 schools. A cross trust phonics document has been produced to improve the teaching of phonics.</p>
<p>Next Steps Agree shared events for next year</p>	

BEHAVIOUR AND ATTITUDES					
<b>ACTIONS</b> Worked with Special Schools DLP to explore issues with attendance and ways to improve it including PA, FT and permanent exclusions  Created a Co-operative database for attendance and identified the key areas of concern and ways to improve them.  Worked with DLP to ensure the right personnel and strategies are in place to support BSSCT priorities.		<b>IMPACT</b> This has not got off the ground as fast as we had hoped this year. However, Denise is now leading on the DLP project and both Simon and Alison are part of the steering group for this (it is a City wide Special School DLP project with £400k funding for 2 years) so the Coop Trust as playing a big part in this. The DLP has 3 main KPIs: <ul style="list-style-type: none"> <li>• Improve Attendance</li> <li>• Reduce suspensions/exclusions</li> <li>• Improve attainment.</li> </ul> This will remain on next year's TDP			
<b>Next Steps</b> Include updates on DLP project at each half term's HT meeting.					
PERSONAL DEVELOPMENT					
<b>ACTIONS</b> Running a shared Forest Schools day at Wilson Stuart  Let's Connect event		<b>IMPACT</b> Provided safe opportunities for independent interaction for learners to improve communication and confidence and enabling them to flourish outside of their own school and make new friends.			
<b>Next Steps</b> Agree further shared personal development activities for 24-25					
CHALLENGES AND RISKS					
Changes to Government agendas and priorities Financial commitment required to maintaining the Trust Guaranteeing a BSSCT voice at key BCC For a meetings SENAR and Tribunal decision making processes					
LINKS TO STAKEHOLDERS					
Arts Project all key stakeholders invited Termly BSSCT newsletter sent to all staff, governors and partners Termly Trust Board meetings with a governor from each of the trust schools represented.					
KEY DOCUMENTS BSSCT ADHERES TO					
 BSSCT Collaboration Agreement-Strategic I <a href="#">TDP 2023-2024</a> <a href="#">School inspection handbook - GOV.UK (www.gov.uk)</a> <a href="#">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a> <a href="#">Trust Collaboration Agreement 2022</a> <a href="https://www.coopschools.uk/">https://www.coopschools.uk/</a>					
BSSCT SCHOOLS' CURRENT OFSTED JUDGEMENTS					
	Grading Sept 23	Grading July 24	Date	Current SEF Judgement	Likely Term for next Ofsted
Baskerville	Good	Good	21/9/22	Good	Autumn/26/Spring 27
Dame Ellen Pinsent	Outstanding	Outstanding	23/10/18	Outstanding	Summer/Autumn 24



Fox Hollies	Good	Good	25/5/22	Good	Summer/Autumn 26
Hamilton	Outstanding	Outstanding	5/12/19	Requires Improvement	Summer 24/Autumn 24
Longwill	Outstanding	Outstanding	13/1/23	Outstanding	Autumn 26/Spring 27
Pines	Good	Good	26/7/19	Good	Summer/Autumn 24
Wilson Stuart	Outstanding	Outstanding	7/5/19	Outstanding	Summer/Autumn 24

All 7 schools are either Good or Outstanding.  
In Sept 2023: 4 schools are outstanding and 3 good.  
By June 24: No Ofsted inspections



**Policy Statement**  
**On the Employment of Ex-Offenders**

Mrs Alison Carter Headteacher – on behalf of Longwill School

Date of Approval                      20.05.2024

Date of Review                         12 months from Approval Date

## Recruitment of Ex-Offenders Policy Statement

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Longwill Primary School for Deaf Children complies fully with the [code of practice](#) and undertakes to treat all applicants for positions fairly and undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

Longwill Primary School for Deaf Children can only ask an individual to provide details of convictions and cautions that the school are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended).

Longwill Primary School for Deaf Children can only ask an individual about convictions and cautions that are not protected and are committed to the fair treatment of staff, potential staff, or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background and this policy is available to all DBS applicants at the start of the recruitment process.

Longwill Primary School for Deaf Children actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records and selects all candidates for interview based on their skills, qualifications and experience.

An application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position.

Longwill Primary School for Deaf Children ensures that all those in its employ who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences and also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, the school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

Longwill Primary School for Deaf Children makes every subject of a criminal record check submitted to DBS aware of the existence of the code of practice, which is available to view here <https://www.gov.uk/publications/dbs-code-of-practice> and undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.