



**Frank Barnes**  
School for Deaf Children



# **Headteacher Candidate Information**



**“Learn, Grow and Flourish”**

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## INTRODUCTION

Thank you for your interest in becoming the Headteacher of Frank Barnes School for Deaf Children. Our current Headteacher is retiring in July 2016 after leading the school for over 17 years and developing it into the outstanding school we are proud of today.

Frank Barnes School is a small special school for deaf pupils aged 2 – 11 years. Our motto is “Learn Grow and Flourish”, and our vision is to provide a high quality education for our children through a bilingual learning environment. We have high expectations of our children’s social, emotional and academic development. We believe that effective communication, praise, celebration of success and quality teaching and learning will enable each child to reach their full potential. We are an Outstanding school that “provides exceptional opportunities for deaf pupils, enabling them to take a full and active part in all that the school offers” (Ofsted report June 2012).

Our highly committed and well trained staff have developed a personalised Creative Curriculum for all of our children and they deliver a range of specialist interventions to optimise their learning. We work in partnership with families, local deaf schools and primary & secondary schools, health and social care professionals and the voluntary sector. Our school is central to the local and deaf community as we provide support and training to parents through our Family Communication Support Workers and our programme of Early Years Foundation Stage (EYFS) Stay & Play, parent coffee mornings, Parenting courses and British Sign Language (BSL) classes. We have an active Friends of Frank Barnes Association, who organises our annual parent events and fundraising activities to support the work of the school, including the Camden Deaf Summer Play scheme.

We have received a number of awards from external agencies to acknowledge the school’s excellent practice, including Healthy Schools, Investors in People and Active Sports Mark.

We are at an exciting time of our development with a stunning new build and our co-location with Kings Cross Academy in the Plimsoll building, which sits in the heart of the new Kings Cross redevelopment project. The school overlooks the Regent’s Canal, the beautiful new Gasholder park and is surrounded by safe, clean and well looked-after streets. We are located in the centre of an amazing community for learning with prestigious local organisations including the British Library, Camley Street Nature Park, Eurostar, Francis Crick Institute, the Guardian, Google, House of Illustrations, Jamie Oliver Studio, SKIP Gardens, University of the Arts, and the Waitrose Cookery School.

We are very proud to share our amazing site with Kings Cross Academy, which gives our children even more opportunities to communicate and build friendships with hearing children.

We are looking for someone dynamic who can meet the challenges of maintaining our outstanding provision, provide a vision for the future of the school in its new environment, and develop exciting initiatives such as setting up a Virtual Learning Environment and BSL e-books. We need an experienced Headteacher or rising senior leader who has experience of leading and inspiring skilled deaf and hearing staff teams to deliver excellence in inclusive deaf education.

We are seeking an excellent communicator in BSL and English, who understands the learning needs of deaf children, the specialist support required for their families and the value of partnership working. Most of all we need someone who loves working with children, who values

them and will advocate for them and the Deaf community. This is an extremely rewarding role that requires resilience, passion and personal drive.

As an ambassador for the school and its children you should be able to lead our strong, committed and professional Leadership and Senior Management teams, support our Governing Body and work with leading deaf organisations, local authorities and other statutory bodies to bring about exceptional outcomes for deaf children. If you believe that you are the person able to achieve this, then please do apply.

Please visit the school website for more information about our wonderful school on [www.fbarnes.camden.sch.uk](http://www.fbarnes.camden.sch.uk)

We warmly welcome you to visit our school so that you can appreciate the unique qualities we offer. Please contact the school office on 020 7391 7040 to arrange an appointment. The closing date for applications is 12 noon on Thursday 10<sup>th</sup> March 2016. Applications should be submitted by email to the School's Business Manager, Angela Scheffer, on [bm@fbarnes.camden.sch.uk](mailto:bm@fbarnes.camden.sch.uk). Interviews are scheduled to take place during the week beginning 21<sup>st</sup> March 2016. We look forward to receiving your application.

Best wishes,

Jeremy Johnson  
Chair of Governors

## AIMS & VALUES

### Our Aims

In order to provide a bilingual learning environment, we:

- Maximise our children's social, emotional and cognitive development through the use of British Sign Language (BSL)
- Expect our children to achieve fluency in BSL and literacy, and age appropriate levels of attainment across the whole curriculum
- Develop high levels of self-esteem and confidence in our children so they view themselves as successful, independent learners
- Develop the children's positive Deaf identity which prepares them for secondary education and adulthood
- Work closely with parents, carers and supporting professionals.

### Our Values

In providing education for our children through a bilingual approach, we:

- Value the importance of our children developing a positive Deaf identity
- Recognise the status, role and contribution of BSL and Deaf people in the education of our children
- Respect all members of the school community and value everyone equally
- Promote justice, fairness and equality in all areas of school life
- Provide Deaf Studies, in addition to following the National Curriculum
- Value the importance of BSL and English equally
- Have high expectations of our children's achievements
- Recognise that the development of spoken English potential is appropriate for our deaf children.

## ABOUT OUR SCHOOL

Frank Barnes is a bilingual primary school for deaf children. It caters for children aged between 2-11 years from across London and wider afield who are profoundly deaf and whose first language is BSL. It is an innovative school and, as a centre of excellence, is one of the few schools for the Deaf to have achieved 2 consecutive "Outstanding" Ofsted assessments. This is in recognition that our bilingual practice enables many of our pupils to make outstanding progress from their baselines on entry.

The school is involved in local and national policy developments concerning deaf education and has well-established links with research in the UK and internationally. It collaborates with the Camden Family Learning, Forum, Camden Advisory Service for Deaf CYP and the British Museum to host an annual Family Discovery Day for families of deaf children plus other family learning events and parenting courses.

The school's new building is light, spacious and airy and has been specifically designed by leading architects, in close consultation with the school community, to be a state of the art learning environment that meets the needs of our children and our communities. No detail has

been overlooked, from the acoustic treatment throughout the school, the layout of the classrooms with Soundfield systems, to setting up display areas that celebrate the work of our children. It is co-located with Kings Cross Academy, where all staff, parents and pupils are taught BSL and hearing siblings of children at Frank Barnes are able to request admissions. There is a close and supportive relationship between the two schools, their Governors and their staff.

Among our other facilities are:

- a 0-2 centre;
- a well-equipped Foundation Stage class with its own outside play garden shared with KCA;
- 5 designated classroom spaces;
- 2 small group rooms adjacent to classes;
- a deaf studies suite;
- Interactive SMART LED boards & visualisers in all class areas;
- a sound treated Audiology room with a 2 way mirror into an adjacent SLT group room;

Shared facilities with KCA include:

- a parent centre with kitchen facilities;
- a training centre with kitchen area;
- a Launch Pad suite with a Sensory room, Therapy room, parent lounge, SENCO office and OT office;
- 2 bright and welcoming large and small halls for indoor PE, gym, dance and/or drama & AVA facilities;
- a bright, and purpose built library;
- an art, design and technology suite;
- a food science suite;
- an IT & Computing suite;
- 2 playground areas, with a lower and upper deck;
- access to an adjacent Multi Use Games Area (MUGA) with hard surface for lunchtime play and sports clubs.

The school has a statutory school roll of 30 pupils, excluding the EYFS and the space capacity to accommodate 45-50 pupils now we are co-located in our exciting new facilities. Pupils come to the school from authorities across Greater London and some home counties. Throughout the school we provide a broad and balanced Creative Curriculum that is relevant to our children's individual needs and abilities. In addition to the EYFS and National Curriculum, we provide children with individualised speech and language therapy programmes and language plans. A Deaf Studies curriculum supports the children to develop their Deaf identity and their pride in being a member of the Deaf community.

The school has the equivalent of **eight** full time teachers with related support staff, including a Leader of Bilingual Practice. An Educational Audiologist (P/T) and Speech and language therapists are based at the school. Occupational and physiotherapists can provide support for individual children if required. The school also has close links with other supporting professionals in Deaf education e.g. SENSE.

Central to the bilingual practice at Frank Barnes is the recognition that British Sign Language is the first language of the pupils and deaf staff. English is taught as a second language and children are encouraged to develop both their listening & spoken language potential. There is a strong commitment to promoting equality of opportunity. Members of staff are required to use BSL at all times. Deaf culture is promoted through the school's language and communication policy, its recruitment and selection policies, the curriculum which includes Deaf Studies and

BSL Linguistics, the involvement of members of the Deaf community in the life of the school and Deaf Awareness days.

At Frank Barnes we believe it is important for parents and carers to be fully involved in their children's education and in the life of the school. We ensure that parents are kept informed through a home-school book, telephone and email contact, regular school newsletters, the school website and, most importantly of all, an open door policy.

'Frank Barnes prides itself on being a primary school first and foremost, offering a primary curriculum that is taught through British Sign Language'

## OUR HISTORY

### Frank Barnes

Born in Manchester in 1866, Frank Barnes gained his teacher's certificate with honours aged 20. He became interested in Deaf education when he met a football team from the Institution for the Deaf at Old Trafford. He went on to become a qualified teacher of the Deaf as well as assistant master at the Institution of the Deaf and then headmaster at a Deaf day school in Oldham. From 1895 onwards, Frank Barnes became involved in a range of education organisations including:

- Headmasters of Institutions and other workers for the education of the Deaf and Dumb
- National Union of Teachers
- National Association of Teachers of the Deaf
- Royal Association in Aid of the Deaf and Dumb
- London Missioners for the Deaf
- National Institute for the Deaf

In 1900, he was made head teacher of Homerton School for the Deaf in London. In 1927, he retired from teaching and both he and his wife travelled the world lecturing and giving advice. He retired to Worthing and died in 1932 aged 66 years.

Frank Barnes was well known to all who worked with Deaf people in Britain and overseas. An obituary in 'Teacher of the Deaf' said: *'There was only one Barnes. Such a combination of sound common sense, self-sacrifice, bright and cheery optimism and faith in the ultimate triumph of this thought and work, rarely exist in one individual.'*

### Frank Barnes – The School

In 1951, Old Street School for Deaf Children changed its name to Frank Barnes School for Deaf Children in memory of Frank Barnes and his renowned work in Deaf education.

In 1978, Frank Barnes School for Deaf Children moved to Swiss Cottage. In 2010, Frank Barnes School for Deaf Children moved into an interim site at Jubilee Waterside Centre, Camley Street, King's Cross, whilst work commenced on a new permanent building.

In 2015, Frank Barnes moved to a brand new development at King's Cross and co-located with King's Cross Academy, a new mainstream primary school.

*Information courtesy of Woodford DE, A Short Account of the History of a London School for the Deaf: Homerton, BDHS, 1998.*



## LANGUAGE & COMMUNICATION

### Bilingualism

Bilingualism is an approach to teaching Deaf children that uses both British Sign Language (BSL), the language of the Deaf community, and English, the language of the wider community. We value these languages equally and want our children to be competent in both.

### BSL

Every child at Frank Barnes has the opportunity to study and use BSL. As well as supporting their language acquisition, BSL allows all deaf children and adults to communicate easily with each other and forms part of their Deaf identity. We want our children to be bilingual so that they are comfortable in both deaf and hearing communities. Our children in the Early Years Foundation Stage (EYFS) start using BSL naturally, at a very early age. This enables them to develop age-appropriate language skills, the EYFS Curriculum and National Curriculum levels of attainment, as they move through the school. We provide a language rich environment, which means our children can become equally fluent in both BSL and English.

### English

Our English curriculum is designed to meet statutory requirements – and the particular needs of our children. It is taught as a second language using a very structured approach across the school. We know how important it is for children to be able to switch between BSL and English and match their use of language to suit different audiences and situations.

### Speech and Language Support

We provide regular opportunities for children to develop their English skills through language programmes delivered by Teachers of the Deaf and Speech and Language Therapists. The range of therapy offered includes:

- Developing communication and language through play
- Focusing on specific aspects of communication in small group, paired or individual sessions
- 'Live English' where deaf children learn skills and strategies to communicate successfully with hearing people (using English, Sign Supported English, or BSL, depending on the child's needs).

### Audiology

Our children are actively encouraged to wear, use and maintain their hearing aids and/or cochlear implants daily. The school also maintains strong links with audiology clinics and is supported by an Educational Audiologist. Most of our children have some residual hearing and use different types of hearing aids and cochlear implants. We ensure that the children have the opportunity to develop the best use of their hearing in order to communicate and to support their learning and development. We work with audiological centres and companies to get the right amplification for the children. Our educational audiologist manages the children's hearing aids and auditory programmes. Children at Frank Barnes School have daily checks undertaken by the class teacher or designated teaching assistant. The daily checks ensure that problems are identified quickly and acted upon with minimal delay.

## SUPPORT & DEVELOPMENT

Frank Barnes School has achieved Investors in People and is committed to the professional development of every staff member. Frank Barnes School actively supports Teacher of the Deaf training. Release time for teaching staff enables them to manage their teaching and curriculum responsibilities and lead developments across the school. All staff are encouraged to develop their signing skills and can achieve up to NVQ BSL Level 6 as the school is an accredited Signature centre. Support staff have opportunities to undertake developmental training, e.g. HLTA, School Direct Teacher training, etc.

### Induction and Career Development

- A mentor programme
- An induction programme
- Strong programme of in-service training
- Professional development opportunities for all staff through the Camden Schools Learning Partnership and the Sign Bilingual Consortium
- Leadership and management training and consultancy e.g. Inspiring & Aspiring Leaders & NPQH

The staff at Frank Barnes are very supportive towards each other and understand the strength that working in partnership brings. In addition to this, benefits include the following:

- Access to PC for all teaching staff;
- Social staff area and work area for staff;
- Reduced cost for council managed fitness centres and swimming pools;
- Regular staff social events and activities.

### Childcare

The London Borough of Camden's Family Information Service offers a comprehensive service to help meet childcare needs. The service can be contacted on 020 7974 4444, or through a BSL video link or by email through Camden Council's website at [www.camden.gov.uk](http://www.camden.gov.uk). The service can provide information on childminders, playgroups, nurseries and out of school schemes. Alternatively try <https://www.childcare.co.uk/information/childcare-link>

### Housing

Advice on housing can be obtained through Contact Camden on 020 7974 4444 or through Camden Council's website at [www.camden.gov.uk](http://www.camden.gov.uk)



## THE CAMDEN SCHOOLS LED PARTNERSHIP

In September 2014, Camden schools and Council created the Camden Schools Led Partnership (CSLP). From April 2015, this partnership took on oversight of school improvement in Camden. The partnership's aim is to enable Camden schools to become the best schools in the Country by 2020. Co-designed by Headteachers, senior Council officers and other partners, the partnership draws on research that demonstrates how the world's most successful school systems:

- Distribute and grow improvement expertise and leadership in schools across the system, not just centrally;
- Make practice, and make improvements in practice and their outcomes, visible and public so others can learn from them;
- Expect professionals to share and pass on their expertise to colleagues as a matter of course;
- Create opportunities for teachers and leaders to work in these ways and to develop their skills in doing so.

All schools have invested in membership of the CSLP and its first school-led offer for school, leadership and teacher development went live in September 2014. All members of the partnership can draw upon the skills and expertise within schools, Teaching Schools and Council teams who form the partnership. Increasingly, school-based professionals are contributing to local improvement through school to school support, receiving appropriate remuneration from the partnership.

The partnership is forging links with universities and other educational bodies in order to create opportunities for professional development and accredited learning that will make Camden the number one place to teach and lead, thereby attracting the very best teachers and leaders into Camden schools.

In December 2015 the Council launched a consultation on behalf of the partnership to re-form the CSLP as a legal entity- a schools company that will help to future-proof the ability the partnerships' existing school members and the Council to continue to work together for the good of educational outcomes for children and young people in Camden schools into the future.

## LIVING & WORKING IN THE LONDON BOROUGH OF CAMDEN

In April 1965, the London Borough of Camden replaced the former Metropolitan Boroughs of Hampstead, Holborn, and St Pancras. It was named after the first Earl Camden, Charles Pratt, who started the development of Camden Town in 1791. Camden Town began life as little more than a handful of buildings beside a main road. Camden Town's expansion as a major centre came with the opening of the Regent's Canal to traffic in 1820. Improvements to transport provided employment for the local population, which, by the end of the 19th century, had grown significantly. Many streets were changed when new housing developments and schemes were introduced in the 1960s. The conversion of Camden Lock's wharves and warehouses on the Regent's Canal to craft markets in the 1970s ensured Camden Town's future as one of London's top tourist attractions.

Transport links are excellent. The major stations of King's Cross, St Pancras and Euston are all in the borough with direct links to other mainline stations, the rest of the UK and Europe. There are extensive bus and tube networks as well as a section of the Overground service that traverses London from east to west. All airports are within easy reach either by rail, bus or underground networks.

Sports lovers are well served in the borough: from coaching sessions, leisure centre facilities and sports pitches through local sports clubs, teams and sports events there is something for everyone. Whatever your sports or fitness needs you'll find what you want at one of the council-run sports centres or private clubs. The new Council offices at 5 Pancras Square has leisure facilities, including an indoor swimming pool and fitness suites. It is located a 10 minute walk from Frank Barnes School.

The borough manages around 70 parks and open spaces, many of which are important historically, such as former burial grounds, manors, private gardens and London squares. Other parks range from neighbourhood playgrounds to allotments and nature reserves. Green fingered residents can test their skills in the Camden in Bloom competition which is now in its tenth year; schools and nurseries are also now eligible to enter.

Despite being quite intensely built up there are some outstanding open spaces in Camden. The largest, at 800 acres, is Hampstead Heath, managed by the Corporation of London and parts of which have been preserved for to the public since 1871; the second largest is Regent's Park designed in 1811 by John Nash. It is managed by the Royal Parks and home to London Zoo. The largest park managed by the borough is Waterlow Park in Highgate which was left to the public by Sir Sidney Waterlow in 1889 as a "garden for the gardenless". Set on a hillside with panoramic views over London, the park includes historic Lauderdale House and its formal terraced gardens. It has ponds on three levels, tree lined walkways, mature shrub beds and herbaceous borders, ornamental bedding, expanses of lawn, six tennis courts and a small playground for younger children. A number of organisations conduct walks in and around Camden. The Regent's Canal Towpath is a branch off the much longer Grand Union Canal and offers great walks within the borough from Regent's Park, London Zoo, Camden Lock Market, Pirates Castle and Camley Street Nature Park going to Little Venice, Victoria Park, Mile End Park and the Limehouse Basin beyond.

The British Museum is situated within the borough as well as the British Library, one of the most important libraries in the world with many unique documents.

Camden has been home to many famous people such as John Keats, Charles Dickens, George Bernard Shaw and JB Priestley. A popular place to visit is Highgate Cemetery, the last resting place of many famous people including Karl Marx, George Eliot and Michael Faraday. Wollstonecraft Street is named after Mary Wollstonecraft, an English writer, philosopher and advocate of women's rights, and mother of Mary Shelley. She is buried in St Pancras Old Church.

The borough has an abundance of restaurants to suit all tastes and pockets. For those who like to create their own good food, there are many farmers' markets in the area as well as eight local markets run by the council. There are also privately run markets, the most famous of which is at Camden Lock. For further information on what the London Borough of Camden can offer, visit [www.camden.gov.uk](http://www.camden.gov.uk).

## **JOB DESCRIPTION**

Grade: L15-19

Responsible to: The Governing Body

### **Purpose of job**

To provide professional leadership and vision for the school, which secures its success and improvement, ensuring high quality education for all of its pupils and improved standards of learning and achievement for deaf children.

To have a commitment to the bilingual communication philosophy of the school; a positive view of deaf culture and to build on the excellent reputation of the school in the field of deaf education.

The professional duties of the head teacher are set out in the Teachers Pay and Conditions Document and key areas of headship are contained in the DFE national standards for head teachers.

### **Responsibilities of the post will include:**

#### **1. Strategic direction and development of the school**

- Formulate the overall aims of the school and maintain a positive ethos which demonstrates a commitment high achievement for deaf children, an effective learning environment, good relationships and equality of opportunity for all pupils.
- Maintain through effective partnership and consultation an effective and harmonious working relationship with the governing body.
- Support, advise and assist governors in carrying out a range of duties defined in the Education Acts.
- In close partnership with staff and the governing body, establish a dynamic cycle of development planning and review, through which the school identifies relevant priorities and targets, takes the necessary action and monitors and evaluates its progress towards them.
- Ensure that the Key Issues specified in the most recent OFSTED inspection are being addressed and that progress is reported to the governing body.
- Evaluate the effectiveness of the Development Plan and its implementation, reporting regularly to the Governing body.

#### **2. Teaching and learning**

- Determine, organise and implement an appropriate curriculum, which meets statutory requirements, taking account of the age, special educational needs, background, interests, gender, ethnicity, culture, aptitude and stage of development of the pupils.
- Ensure that the curriculum is balanced and broadly based, promotes pupils' physical and personal development and prepares pupils for transition to the next stage of education.
- Ensure that the curriculum is planned effectively, providing continuity and progression of learning.
- Maintain effective systems for assessing and recording pupils' attainment.
- Use assessment information, in particular National Curriculum Assessment data to inform curriculum planning and developments in teaching strategies.
- Ensure that all parents/carers are well informed about the progress and attainment of their children.

- Ensure that the requirements of the SEN Code of Practice are fully met.
- As the lead professional, participate to such an extent as is compatible with management and leadership duties, in the teaching of pupils at the school.
- Determine and ensure the implementation of a policy for promoting the health, safety, welfare and the general well-being of the pupils.
- Through the implementation of a whole school policy, which is sensitive to the emotional and personal needs of deaf children, ensure that pupils behave well in and around school.
- Ensure that all pupils have opportunities to show initiative and take on responsibility, in particular but not exclusively, the older pupils.

### 3. Leadership and Management of staff

- Provide professional leadership in all aspects of deaf education and the education of children aged 2-11.
- Maintain appraisal and staff development programmes, which successfully promote improvements in teaching.
- Establish and maintain formal systems to monitor and evaluate the quality of teaching, the quality of the curriculum and its impact upon the pupils.
- Ensure that the staff of the school are fully informed of the work and policies of the governing body.

### 4. Management of premises and resources

- Take responsibility for ensuring that the management of Health and Safety issues in the school is effective.

### 5. Parents and the wider community

- Building on existing arrangements, promote a dynamic and effective partnership with all parents and carers, which encourages them to be involved in their child's education and in the school community.
- Ensure that there is effective and regular two-way communication between home and the school.
- Ensure that parents/carers are given clear and regular information about the school curriculum, the progress and attainment of their children and other matters affecting the school so as to promote a shared understanding of its aims.
- Promote and ensure professional working relationships with all agencies which are involved in the school.
- Maintain good communication and relationships with relevant organisations for the Deaf (and members of the Deaf community) at a local and national level.
- Maintain regular contact with bodies representative of the cultural diversity of the school.
- Work closely with LEA representatives, in particular the school's General Inspector, in the monitoring and improvement of the school.
- Participate as appropriate and relevant in LEA working groups and development programmes to ensure that the school is well connected to other schools in the borough; is able to benefit from their good practice and to offer advice and consultancy on issues relating to the education of deaf children in other schools.
- Maintain good collaboration and communication with other schools with which the school has a relationship, in particular Kings Cross Academy, which shares its site.
- Maintain good communication and partnership with officers of placing LEA's to ensure that all aspects of school-based provision run smoothly.

### 6. Safeguarding

Ensure the school has effective child protection procedures.

## PERSON SPECIFICATION

Factor	Requirement (E - Essential / D - Desirable)	
<b>Qualifications and Training</b>	E	Qualified Teacher status
	E	Qualified Teacher of the Deaf or ability and commitment to obtain qualification
	D	NPQH or evidence of further study
<b>Experience</b>	E	Successful experience as a Headteacher/Deputy/AHT in a deaf school and/or primary school
	E	Successful teaching experience in deaf education and/or mainstream primary education
	E	Successful experience of monitoring, evaluating and improving the quality of teaching and learning
	E	Successful experience of creating and maintaining effective partnerships with parents and the community to support pupils' learning
	E	Successful experience of recruiting, selecting and deploying staff
	E	Experience of working in a multicultural environment
<b>Knowledge</b>	E	Knowledge and understanding of current educational developments and statutory requirements
	E	Knowledge and understanding of current issues in deaf education (e.g. bilingualism, the use of BSL and teaching English as a second language).
	E	Knowledge and understanding of the principles of good curriculum provision and the role of assessment in pupils' learning
	E	Knowledge and understanding of the principles of effective teaching and learning for deaf pupils (using BSL/signed support) and the ability to promote a culture of learning across the school
<b>Skills</b>	E	Ability to provide clear educational vision and direction and lead by example
	E	Ability to formulate aims, policies and strategic plans and monitor, evaluate and review the impact of these
	E	Ability to lead, manage and motivate the whole school community
	E	Ability to work in partnership with the Governing body
	E	Ability to work in partnership with other schools locally, nationally and internationally to share strengths and support development

<b>Skills</b>	E	Ability to set and achieve challenging targets for the school, teachers and pupils
	E	Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams and individuals
	E	Ability to collect, analyse and use data on pupils' progress and performance to raise standards
	E	Ability to coach and mentor staff to improve performance
	E	Ability to consult and negotiate effectively with different stakeholders involved with the school, including pupils
	E	Ability to interpret, monitor and manage a budget and review the use of resources to ensure value for money
<b>Attitude &amp; Commitment</b>	E	To be committed to safeguarding children and implementing the school's safeguarding and child protection policy and procedures.
	E	To be committed to the use of sign language (BSL) as a language in its own right
	E	To have high expectations of the achievement of deaf children
	E	To have knowledge of and respect for Deaf culture
	E	To be committed to developing own signing skills to a high level and attending sign language classes
	E	To be committed to equalities and diversity
	E	To be committed to the development of ICT and Computing
	E	To have effective interpersonal, communication and presentation skills
	E	To manage time well and work under pressure to meet deadlines
	E	To be enthusiastic, confident, resilient, flexible and able to retain a sense of perspective
	E	To be committed to safeguarding children and implementing the school's safeguarding and child protection policy and procedures.



## APPLICATION PROCESS

Thank you for considering applying for Frank Barnes School.  
We look forward to receiving your application.

To apply, please complete the application form, which can be found on our website  
[www.fbarnes.camden.sch.uk](http://www.fbarnes.camden.sch.uk) under Our School / Vacancies.

CVs and late applications cannot be accepted.