

# Candidate Information Pack

## Assistant Headteacher

## Personal Development



**Closing date - 19th May 2022**  
**Start date - 1st September 2022**



# A Message from the Headteacher

I am delighted that you are considering this current post at Alderman Knight School as the next step in your educational career.

I feel incredibly privileged to be Headteacher of Alderman Knight School, a post I have held since September 2006. Alderman Knight is a remarkable school with a very strong school community.

Working together we have achieved outstanding judgements in our last three Ofsted inspections, the last of these being in January 2019.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19. During the last 10 years the school has undergone a complete new build for all phases. The final phase of our school building was opened in September 2021. The school has approximately 220 Pupils & Students and just over 100 staff.

We are including in this information pack the school's Commissioning Brief, as this provides more detail and clearly highlights the aim and purpose of the school and the range of children whose needs can be met within our setting. However, the school website also provides a wealth of information about the school including the Post 16 provision and I would recommend you review this to get a better flavour of the school and what we aim to provide.

Everyone at Alderman Knight works exceptionally hard as we are all committed to ensure the provision offered gives our young people an enriched and extended curriculum, tailored to their individual needs.

Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel  
Headteacher





**Closing Date: 19th May 2022**

**Interview date: 25th May 2022**

## **Assistant Headteacher - Personal Development**

**Start date: 1st September 2022**

**Salary: Leadership Scale 7 to 11**

**Contract: Full time & fixed term until 31st August 2023 in the first instance.**

The Governors of Alderman Knight School are looking to appoint a dedicated, diligent and highly competent Assistant Headteacher with a passion for improving outcomes for all our pupils and students. This post is part of a new senior team structure for September 2022 and is designed to support the continued growth of the school and ensure its quality of provision continues to be outstanding.

From September 22, the Senior Leadership team will include:

- Co-headteachers (current Headteacher and current Deputy Headteacher)
- Deputy Headteacher (Quality of Education)
- School Business and Operations Manager

The Senior Management Team will include:

- Assistant Headteacher – Personal Development (this post)
- Assistant Headteacher- Behaviour and Attitudes
- Assistant Headteacher - Curricular Enrichment and Community Engagement (new post)
- Assistant Headteacher - Teaching and Learning (new post)
- Two Senior Teaching Assistants

Therefore, this is a very exciting time to be joining the school and will provide an excellent opportunity for a talented and ambitious lead teacher, middle manager or senior leader to being part of our senior team.

We would welcome applications from teachers with either mainstream or special school experience wanting to take the next steps in their career within a motivated and supportive environment.

The structure of the senior leadership and management teams and the roles and responsibilities of the team have been focused around the key Ofsted areas.

The post holder will be responsible for the effective provision of pupils' Personal Development, in line with the Ofsted Framework. This will include working with the AHT for Curricular Enrichment and Community Engagement and AHT for Behaviour and Attitudes. As a senior member of the pastoral team, you will provide day-to-day operational support as well as work strategically to continually develop and improve, pastoral processes and systems across the school. As a senior manager, you will also have whole school responsibilities.

Across the school, tutor teams are responsible for the planning and delivery of PSD and managing the EHCP process for their pupils. As AHT for Personal Development, the post holder will lead on PSD and RSE, supporting tutors plan and deliver high quality lessons that are carefully sequenced to ensure the very best progression for individuals in their group. The post holder will have a key role in working with the EHCP administration manager and tutor teams to ensure EHCP reviews are of the highest quality and that resulting

EHCPs accurately reflect current need, provision and have clear outcomes leading to focused IEPs that clearly support progression.

In addition to the responsibilities already highlighted, you will be the school's senior Mental Health Lead.

In September 22 we will have 22 pre-16 tutor groups and each group will have a tutor team comprising of a teacher plus a number of teaching assistants. All these staff have crucial roles in supporting the Personal Development (PD) of pupils and you will be the strategic lead working with them to support PD across the school.

Currently the school employs 28 FTE teachers. The post carries a 0.5 teaching commitment (subjects are dependent on candidate's experience and areas of expertise).

The Pastoral team for September 22 is also being restructured. This team is fundamental to the smooth day-to-day operational running of the pastoral element of the schools.

In September the team will consist of:

- Three Assistant headteachers
  - o Behaviour for Learning
  - o Curricular enrichment and community engagement
  - o Personal Development
- Primary pastoral manager
- Two Pupil Learning mentors
- Safeguarding co-ordinator
- Lead teacher for Transition and careers support
- Medical co-ordinator
- EHCP Administration manager

It is imperative that you are confident you can fulfil all the duties and responsibilities as highlighted within the job description which of course, is wide ranging. As an aspiring senior leader, you will already have many transferable skills that will support you in this role. It is very important you can demonstrate you are capable and competent to work at a senior level and can quickly become a highly effective and integral part of our senior management team.

There are always ideas we have and things we want to do to help further improve outcomes for our young people. We want someone who will be fully committed to Alderman Knight and who has passion, determination, and energy to help us continue to enable our pupils achieve their best.

If you would like to have an informal discussion about the post, please contact Liz Quinn by email or telephone, [hr@aldermanknight.gloucs.sch.uk](mailto:hr@aldermanknight.gloucs.sch.uk) who will arrange a video call or telephone with either the current Headteacher or Deputy Headteacher. We hope that this opportunity will enable you to gain a real insight to what this post will involve, and what it is like working at Alderman Knight School.

Obviously, a visit to our school is the best way to find out more about us and whether this could be the post for you. If you would like a visit to our school we will try our best to accommodate you.

If you decide you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter. Within the application form you are asked to complete a Supporting Statement.

Please ensure your statement addresses all the areas requested and gives clear examples of the impact you have had as a senior leader in your educational career. Please refer to the job description and person specification when writing your statement. This is your opportunity to make it clear to us that you could be the Assistant Headteacher we are looking for!

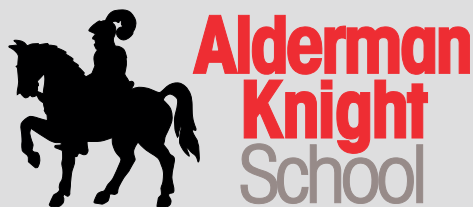
Your choice of referees should include your present or most recent Headteacher /employer. However, if you have not been in your current post for at least two years please, provide a third referee as well. We would like your choice of referees to be from different settings and they need to be senior staff.

If you are selected for interview, we will request references prior to the interview. This could be both verbal and/or written.

All posts will be subject to an Enhanced DBS check. Copies of our Safeguarding and Safer Recruitment Policies can be found on the Vacancies page of our website for you to read.







# Job Description

Post title: Assistant Headteacher - Personal Development  
Responsible to: Co-headteachers  
Salary: Leadership Scale 7-11

## Main purpose

As an Assistant Headteacher, under the direction of the Co-headteachers, you will:

- Be a member of the senior leadership team and play a major role in the overall direction of the school, formulating aims and objectives and establishing policy.
- Lead and strategically manage all aspects relating to Personal Development.
- Work with the two other pastoral AHTs to lead and manage the pastoral team.
- Work with the other two pastoral AHTs to lead and manage the tutor teams across KS 2, 3 and 4 ensuring PD underpins all areas of school life.
- Lead and manage the EHCP process. This will be achieved through working with the EHCP administration staff, pastoral team and transition manager to ensure the EHCP process underpins the planning for individuals so they all make outstanding progress.
- Strategically lead and manage interventions to support PD.
- Be Senior Mental Health Lead for the school.
- Have responsibility for whole school improvement planning focusing on Personal Development.
- Undertake self-evaluation of quality of PD across the school and lead on PD improvement planning.
- Be one of the school's Designated Safeguarding Leads.
- Work collaboratively with parents and carers to ensure the school's PSD and RSE curriculum is matched to individual need, and enables school and home to work together to promote each child's personal development.
- Work with the other AHTs to ensure the website provides a wealth of up-to-date information about the school, as well as sharing successes and celebrations.
- Have teaching commitment of approximately 0.5.

Please note the Assistant Headteacher will be expected to fulfil all the essential criteria detailed in the person specification.

## General Duties and responsibilities

### Qualities and knowledge

Under the direction of the Co-headteachers:

- Support the school's ethos which strives to enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils.
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Meet and liaise with parents and outside agencies as needed and attend parents/community group

activities or meetings as appropriate.

- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.
- Work with political and financial astuteness, translating policy into the school's context.
- Seek training and continuing professional development to meet own needs.
- Liaise and report to the Co-Headteachers on a regular basis.
- Attend Governors' meetings to provide information on the Personal Development and Behaviour and Attitudes across the school and other relevant areas of responsibility.

## **Pupils and staff**

Under the direction of the Co-headteachers:

- With the other AHTS lead and manage the pastoral and tutor teams to create a culture where the well-being of pupils and staff is paramount leading to effective teaching and promotion of behaviours for learning.
- Support with the day-to-day operational management of the school.
- Support the other AHTs with transitions for pupils joining the school, into either KS2 or 3 as well as ensuring transitions for existing AKS pupils from Y6 to Y7, Y9 to Y10 and to Post 16 provision.
- Ensure an active presence around the school and out of school activities and meetings to support the senior team.
- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Support with new pupil consultations and decisions re placements at AKS.
- Promote and encourage a culture of 'open classrooms' as a basis for sharing best practice – lead by example.
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge.
- Provide professional advice to teaching and support staff whenever appropriate. Work with the senior team to plan and implement effective CPD / INSET/ Induction to support all staff within the school to develop their knowledge skills and understanding to promote best practice for our pupils.
- Provide line management and performance management responsibilities for other relevant staff as required
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice and advise/ support the Co-headteachers regarding any competency, capability or grievance issues
- With the senior team, mentor and support new staff including newly qualified and trainee teachers and to assist in the interview and appointment and induction of new staff
- Develop a highly effective working relationship with other members of the senior team and actively contribute to senior leadership team meetings

## **Systems and processes**

Under the direction of the Co-Headteachers:

- Continually review PD and pastoral processes and procedures followed in school and work to develop practice and ensure systems are manageable, effective and provide the necessary information to support improvement.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- As part of the senior management team, implement systems for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Work with the governing body as appropriate.
- Lead projects and represent the school as required and be a positive ambassador for the school internally and externally.
- Work with staff to ensure the curriculum offer to all pupils and students is broad, balanced, relevant and enriched with opportunities to develop pupils' personal development.
- Work collaboratively with all relevant staff to ensure all aspects of assessment, recording and reporting relating to pupil and students personal and social development, is effectively monitored and evaluated.

- Oversee the EHCP process and ensure individual outcomes identified underpin the planning for pupils' academic, personal, social development.

## **Developing the School**

Under the direction of the Co-Headteachers:

- Work to create an outward-facing school promoting and encouraging work with other schools and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals.
- Model new and innovative approaches to school improvement and leadership.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

## **Other areas of responsibility**

As with all staff the Assistant Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out.

**May 2022**





## Assistant Headteacher - Personal Development

The post holder may be required to do other duties appropriate to the level of the role, as directed by the Co-headteachers.

# Person Specification

Qualities	
Essential Qualifications and training	<ul style="list-style-type: none"><li>• Qualified teacher status and at least 3 years teaching experience.</li><li>• Honours degree or alternative qualifications deemed to be appropriate.</li><li>• Other professional qualifications in SEND (Desirable).</li><li>• Relevant educational management or professional development in preparation for a management role (Desirable).</li></ul>
Essential Experience	<ul style="list-style-type: none"><li>• At least 3 years' successful classroom experience.</li><li>• Experience of teaching children with a range of special needs and evidence of a range of teaching skills to meet their individual needs.</li><li>• Experience of all aspects of the EHCP process</li><li>• Proven track record of outstanding teaching.</li><li>• Aware of current national initiatives impacting on role within school and able to incorporate new methodology into practice.</li><li>• A good knowledge of relevant policies/ codes of practice and awareness of relevant legislation.</li><li>• Clear understanding of school self-evaluation and improvement planning and links with whole school improvement.</li><li>• Competent in assessing, recording and reporting.</li><li>• Work constructively as part of a team, listen effectively and sensitive to the views of others.</li><li>• Experience of leading and managing pastoral teams and creating effective pastoral approaches that support the personal development of young people which then supports their academic learning.</li><li>• Ability to lead a team of staff and plan and deliver effective training, INSET and meetings.</li><li>• Able to effectively manage, deploy and direct the work of teaching and support staff as appropriate to promote learning.</li><li>• Use ICT and other technological equipment effectively to support and promote pupil's independence, communication and learning.</li><li>• Experience of creating, and maintaining effective partnerships with parents, carers, and the wider community to enhance pupils' achievements.</li></ul>

## Qualities

<b>Essential Professional knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Ability to adapt management style to a range of scenarios across the phases and a school as a whole.</li> <li>• Excellent knowledge and understanding of the EHCP process.</li> <li>• Ability to effectively prepare paperwork for reviews to the highest standard and lead meetings with a wide range of professionals.</li> <li>• Ability to support and manage change, ensuring staff are deployed and managed well with due attention to workload.</li> <li>• Knowledge of successful strategies and approaches for improving outcomes for pupils with SEND.</li> <li>• A good understanding of features of high-quality pedagogy and practice for children and young people with a range of SEND similar to those of pupils at AKS and the ability to model this for others and support others to improve.</li> <li>• Ability to review and develop the PSD curriculum across the school to ensure it is sequential, and builds on prior knowledge and understanding, while being personalised and reactive to meet changing and differing needs of all pupils and students.</li> <li>• Data analysis skills, and the ability to use data to plan for progression, set targets, identify weaknesses and drive school improvement.</li> <li>• Be an effective communicator with excellent interpersonal, communication and presentation skills, both written and oral.</li> <li>• An ability to lead by example in order to maintain and build upon the school's successes.</li> <li>• Ability to build effective working relationships with all members of the school community and other professionals.</li> <li>• Ability to demonstrate a good understanding of the current Ofsted Framework requirement with regards to how it translates into practice to our setting.</li> <li>• A clear understanding of the current legislation and its implementation with regard to Safeguarding, in order to support the school, meet its statutory responsibilities.</li> <li>• An ability to tackle challenging situations and make difficult decisions, communicating outcomes clearly and with sensitivity, ensure staff know and understand their professional responsibilities and are held to account.</li> </ul>
<b>Essential Personal qualities, ethics and abilities</b>	<ul style="list-style-type: none"> <li>• Commitment to maintaining confidentiality at all times.</li> <li>• Commitment to safeguarding and equality.</li> <li>• Take a real pride in work and a passion for wanting to provide additional opportunities for our pupils.</li> <li>• Adaptable to changing circumstances and ideas.</li> <li>• Demonstrates energy, enthusiasm, determination and commitment to the job and the school.</li> <li>• Reliable and positive. Able to lead people confidently and for them to be happy to follow.</li> <li>• Hard working – prepared to go the extra mile to make sure the job is done to the very highest standard.</li> <li>• Honest and confident to challenge colleagues as appropriate as well as support.</li> <li>• Highly motivated, energetic and committed with a real desire to teach children and young people with a range of additional and often challenging needs.</li> <li>• Consistently expects and achieves high expectations in terms of learning, behaviour and opportunities of all children.</li> <li>• Competent and confident in own ability to carry out all duties as given within job details.</li> <li>• Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others.</li> <li>• A good sense of humour with an ability to be flexible and respond willingly and appropriately to new situations.</li> <li>• Believes every day is a new day.</li> </ul>



## Vision Statement:

The vision of the school is to be a dynamic, vibrant, centre of excellence that is an integral part of the local community and county's provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

## Mission Statement

'Learning and achieving together'

## Aim of the School:

'To provide a supportive learning community that enables all children to thrive'

To achieve this, the school will ensure:

- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children's learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves, is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.



# COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL 2021/22

1.	<p><b>AIM AND PURPOSE:</b></p> <p>Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.</p> <p>In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.</p>
2.	<p><b>OUTCOMES:</b></p> <p>The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:</p> <ul style="list-style-type: none"> <li>• Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements.</li> <li>• Young people develop their emotional resilience.</li> <li>• Young people achieve stretching academic and vocational attainment targets to improve future life chances.</li> <li>• Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence.</li> <li>• Young people are kept safe and are able to make safe lifestyle choices.</li> </ul> <p>The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.</p>
3. 3.1	<p><b>DETAILS OF THE SERVICE:</b></p> <p><b>Capacity</b></p> <p>The service, at any one time, will provide education and support placements to a maximum capacity of 220 pupils:</p> <ul style="list-style-type: none"> <li>• 195 Pre 16 pupils (aged 7 to 16 years)</li> <li>• 25 Post 16 students (aged 16 to 19 years)</li> </ul> <p>Commissioned places are as follows:</p> <ul style="list-style-type: none"> <li>• Number: 220</li> <li>• Age range: 7 to 19 years</li> <li>• Gender: Co-educational</li> </ul> <p>Worcestershire arrangements:</p> <ul style="list-style-type: none"> <li>• Up to 35 places will be available for Worcestershire pupils</li> <li>• Top up for these will be payable directly to the school from Worcestershire</li> </ul> <p>Client Group and Criteria</p> <p><b>1. Pre 16 pupils aged 7 – 16 years</b></p>

	<p>The service is for children and young people whose primary special needs have been identified as:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction and</li> <li>• Cognition and Learning</li> </ul> <p>Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication &amp; interaction)</p> <p>The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p> <p><b>2. Post students aged 16 – 19 years</b></p> <p>The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:</p> <ul style="list-style-type: none"> <li>• Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger’s syndrome, and complex needs including anxieties, emotional, social and mental health needs, and:</li> <li>• Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades A* -D, and</li> <li>• Require a specialist setting to access a further education curriculum</li> </ul> <p><b>3.2</b> The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. Therefore these areas give an overview of the range of needs that could be catered for within this specialist setting.</p>
<p><b>4.</b></p> <p><b>4.2</b></p>	<p><b>DESCRIPTION OF THE SERVICE:</b></p> <p><b>Placements:</b> All placements into the school will be made through the Local Authority.</p> <p><b>Admissions procedure:</b> It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> <li>1. The child or young person has an EHCP.</li> <li>2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person’s needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway.</li> </ol>

	<p>There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are well below expected levels in most areas of the curriculum. This will be evidenced by standardised tests, which for Alderman Knight School will be generally between the 5th and 50th percentile.</p> <p>3. The child or young person has complex and significant needs in one or more of:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> </ul> <p>as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person.</p> <p>4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan</p> <p>5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi agency Special Educational Needs and/or Disability (SEND) resource panel</p> <p>Or</p> <p>The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the 'incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years)</p> <p>6. Additional indicators may include a predicted high level of dependency through life and long term multi agency interventions from both health and social care</p>
<p><b>5.</b></p>	<p><b>CURRICULUM AND ACCREDITATION OF LEARNING:</b></p> <p>The school will provide access to a good quality and balanced curriculum. All learning will be of high-quality and provide a suitable curriculum designed to meet the needs of the individual child or young person. All potential opportunities for accreditation will be identified and stretching but achievable attainment targets for young people will be set.</p> <p>Pre 16 pupils will also be provided with opportunities to experience work placements and take part in vocational courses through college if required and appropriate.</p> <p>Post 16 students will undertake a range of different work placements as part of their curriculum to develop employability skills and support transition to adulthood and promote independent living. These students will also have access to vocational and higher level academic courses at local provider colleges if required.</p>
<p><b>6.</b></p>	<p><b>ANNUAL REVIEWS OF EHCPs AND REINTEGRATION:</b></p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>



<p><b>7.</b></p>	<p><b>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION for PUPILS AT 16 AND STUDENTS fro 16 to 19 YEARS:</b></p> <p>The school will deliver good quality information, advice, guidance, and support to pupils and students aged 14 to 19 years. The school will work with them, considering their aspirations and progression options post -16 into employment, further education or training. This should include opportunities for relevant work experiences and aspirational visits to colleges.</p> <p>The school will work with the Local Authority, colleges, training agencies and employers to develop good progression routes at key stage 4 and key stage 5 and support smooth transitions into college, training, apprenticeships and employment and work based placements.</p> <p><b>7.1 Partnership working with schools and other agencies</b></p> <p>The school will fully participate in partnership and multi-agency working both at a strategic and operational level.</p> <p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> <li>• Children’s Social Care</li> <li>• The Virtual School</li> <li>• The Education, Outcomes and Intervention Service</li> <li>• EHCP Casework Team</li> <li>• Families First</li> <li>• Early Help</li> <li>• Colleges and work placements/apprentice providers</li> <li>• The Educational Psychology service,</li> <li>• CYPS</li> <li>• School Nurse Service</li> <li>• Targeted youth support, including youth offending teams, substance misuse services and sexual health services.</li> <li>• Other local voluntary sector children and young people’s organisations</li> </ul> <p>The service will promote and support the maintenance and continuation of children and young people’s relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>
<p><b>8.</b></p> <p><b>8.1</b></p>	<p><b>PARTICIPATION:</b></p> <p><b>Parent / Carer engagement</b></p> <p>The importance of parental and / or carer engagement and the home learning environment in children and young people’s education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> <li>• Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews.</li> <li>• Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision.</li> <li>• Parents are aware of their legal responsibility to ensure regular attendance at the school.</li> <li>• As a minimum, face to face contact with parents/carers should be made 3 times per academic year for instance through parents evenings.</li> <li>• Annual reports should be provided to parents.</li> </ul>

<b>8.2</b>	<b>Participation and involvement of children and young people</b> The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council's protocols.
<b>9.</b>	<b>MONITORING AND REVIEW:</b> This commissioning brief will be reviewed annually.



# Where you can find us

The school is located just off [Junction 9 of the M5](#). Both the main school building and the Post-16 Centre are new, attractive and spacious buildings being built in 2013 and 2017 respectively. Our third phase of our building project, Knight View was completed ready for September 2021. The learning and working environments are second to none.



## Contact Details

Alderman Knight School  
Ashchurch Road  
Tewkesbury  
Gloucestershire  
GL20 8JJ

Main Reception - **01684 295639**

Email - [hr@aldermanknight.gloucs.sch.uk](mailto:hr@aldermanknight.gloucs.sch.uk)

Website - [www.aldermanknight.gloucs.sch.uk](http://www.aldermanknight.gloucs.sch.uk)

Applications can be submitted through Eteach using the following link:

<https://www.eteach.com/job/assistant-headteacher-personal-development-1238122>

To contact Alderman Knight School to arrange a visit or for further information please email:

[hr@aldermanknight.gloucs.sch.uk](mailto:hr@aldermanknight.gloucs.sch.uk)