

Candidate Information Pack

Deputy Headteacher KS2 & KS3



Closing date - 2nd March 2021

Start date - September 2021



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 that means they have been unable to thrive in a mainstream setting. During the last 15 years the school has undergone a complete new build for all phases and the number on roll has increased from 50 to 198.

The school is for children and young people whose primary needs have been identified as:

- Communication and Interaction, and
- Cognition and Learning

They may also have associated complex learning needs and this results in a wide attainment range. In Key Stage 2 pupils are working within P levels and KS 1 expectations. However, across the secondary phase attainment can reach KS3 expectations and pupils achieve a wide range of accreditations including Entry Level, Level 1 and Level 2 qualifications and GCSEs. Some students in KS5 have the opportunity to study Level 3 qualifications within the neighbouring secondary school. From September 2021, the final phase of

our school building will be complete. This will enable the school to provide an alternative provision for a further 10 pupils with more complex needs.

We have included in this information pack the school's operational brief, as this provides more details and clearly highlights the aim and purpose of the school and the range of children whose needs can be met within our setting.

We work exceptionally hard and are committed to ensure the provision offered gives these 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: 2nd March 2021

Interview dates: 16th & 17th March 2021

Deputy Headteacher

Start date: September 2021

Salary: Leadership Scale 16-20

Full time and permanent

To support the continued growth of the school, the Governors are looking to appoint a second dynamic and inspirational Deputy Headteacher with a passion for improving outcomes for all our pupils and students.

This post will provide an excellent opportunity for an aspiring Headteacher with either mainstream or special school experience to take the next steps in their career within a motivated and supportive environment.

This is a key role and working alongside our current Deputy Headteacher, you will be responsible for the quality of education across the school and oversee all aspects relating to pupils' academic, personal and social development. The school spans four Key Stages and has an alternative provision. In order for the school to ensure its quality of education continues to be outstanding across the wide breadth of ages and attainment, it has been decided to appoint a second Deputy so responsibility across the phases can be shared. This post will focus on provision across Key Stage 2 and Key Stage 3.

The well-being and personal and social development of our pupils and students is essential to their achievements. We have strong pastoral and tutor teams led by a confident and experienced Assistant Headteacher. The Deputy Headteachers will oversee the pastoral support of their Key Stages as part of their role in securing outstanding pupil progress.

It is imperative that you are confident you can fulfil all the duties and responsibilities as highlighted within

the job description. The job description is wide ranging. We want another Deputy Headteacher who can confidently and effectively deputise for the Headteacher in any aspects of her work not just perform as a specialist in a few areas of school life. We want our new Deputy Headteacher to quickly become a highly effective and integral part of our senior leadership team and play a lead role in the day to day operational management as well as strategically support school improvement. 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.

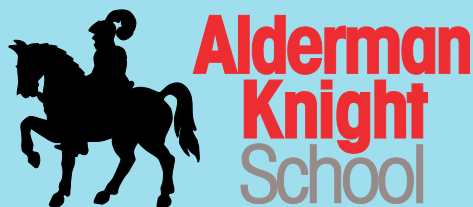
If you would like to have an informal discussion about the post, our current Deputy Headteacher would be delighted to talk with you. This can be either via video call or telephone. We hope that this opportunity will enable you to gain a real insight to what this post will involve, and what it is like working at Alderman Knight School.

Obviously, a visit to our fabulous school and an opportunity to meet our children and staff 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 school, after talking with our Deputy Headteacher, and an opportunity to meet and chat with the Clare Steel as well, 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. Your choice of referees should include your present or most recent Headteacher /employer.

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

To book an informal discussion please email hr@aldermanknight.gloucs.sch.uk



Job Description

Post title:	Deputy Headteacher KS2 & KS3
Responsible to:	Headteacher
Responsible for:	Staff within Primary and KS3 and teaching support staff
Salary:	Leadership scale 16 to 20

Main purpose

The Deputy Headteacher KS2 and KS3, under the direction of the Headteacher, will:

- Lead and strategically manage KS2 and KS3 and ensure the quality of education and all aspects relating to pupils' academic, personal and social development in these phases, remains outstanding and supports progression across the school
- Work with and support the Deputy Headteacher for KS4, KS5 and Alternative Provision to ensure the quality of education across the whole school is outstanding
- Be a member of the senior leadership team and play a major role in the overall direction of the school, including contributing to decision-making regarding the future direction of the school, formulating aims and objectives and establishing policies
- Work with the senior leadership team to monitor progress towards the achievement of the school's aims and objectives
- In the absence of the Headteacher, work with the other Deputy Headteacher to deputise as directed by the Headteacher or the Governors

Please note the Deputy Headteacher will be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Duties and responsibilities

Qualities and knowledge

Under the direction of the Headteacher:

- 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 Headteacher on a regular basis
- Attend Governors' meetings to provide information on the quality of education for relevant areas of responsibility

Pupils and staff

Under the direction of the Headteacher:

- Support with the day-to-day operational management of the school
- 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
- Lead on transitions for pupils joining the school, into either KS2 or 3 as well as ensuring transitions for existing AKS pupils from Y6 to Y7, and Y9 to Y10 are carefully and effectively planned.
- Support with new pupil consultations and decisions re placements at AKS
- Work with the Deputy Headteacher for KS4,5 and Alternative Provision and KS2 Lead Teacher to support all teaching staff and ensure the quality of teaching and learning is outstanding
- Promote and encourage a culture of 'open classrooms' as a basis for sharing best practice – lead by example. The post will have a 0.2 teaching commitment
- 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
- Be responsible for ensuring teaching support staff working in KS2 and KS3, are competent in supporting high quality teaching and learning
- Have an oversight of the performance management and line management of teaching support staff in KS2 and KS3
- Work with the KS2 Lead Teacher to plan relevant CPD for staff in KS2 and KS3 linked to the school improvement plan and to support their professional development.
- 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 Headteacher 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
- With the other Deputy Headteacher, plan and implement effective CPD / INSET to support all teachers develop their knowledge skills and understanding to promote best practice for our pupils
- Work closely with the Assistant Headteacher and Primary Lead Teacher to ensure effective pastoral support in place to create a culture where the well-being of pupils and staff is paramount leading to effective teaching and promotion of behaviours for learning

Systems and processes

Under the direction of the Headteacher:

- Continually review 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 Ensure that the school's systems, organisation, and processes are well considered,

efficient and fit for purpose

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school
- Lead projects and represent the school as required and be a positive ambassador for the school internally and externally
- Contribute to timetable design across the school ensuring that the curriculum is broad, balanced and relevant, is well planned and effectively delivered for the relevant phases and meets the diversity of needs, abilities and interests
- Work collaboratively with all relevant staff to ensure all aspects of assessment, recording and reporting in KS2 and KS3 are completed in accordance with school policies
- Make data available to staff in KS2 and KS3 as appropriate and provide them with the knowledge and skills to use it effectively to improve the quality of their teaching and better learning opportunities for pupils
- Work with parents to understand the curriculum followed by their child and provide information in an accessible way so they can support their child's learning and understand the progress they are making
- Oversee the EHCP process across KS2 and KS3 and ensure individual outcomes identified underpin the planning for pupils academic and personal, social development

Developing the School

Under the direction of the Headteacher:

- 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

The Deputy 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.

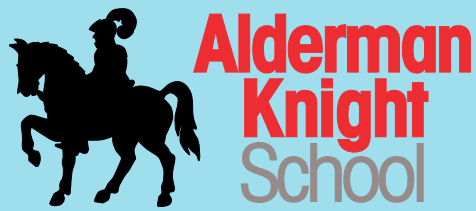
Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

February 2021

Person Specification Deputy Headteacher

	Qualities
Qualifications and training	• Qualified teacher status • Honours degree or equivalent • Relevant educational management or professional development in preparation for a leadership role • Other professional qualifications in SEND (Desirable)
Experience	• Recent and successful leadership and management experience in a school • Evidence of effective team management with the ability to role model school values • Successful teaching experience of pupils with SEND • Proven track record of outstanding teaching • Experience of monitoring, evaluating and improving the quality of teaching and learning. • Experience at leadership level in leading aspects of school self-evaluation, development and improvement planning • Line management experience including experience of carrying out performance management reviews • Experience planning and delivering CPD/ INSET to groups of staff/ whole staff • Experience of curriculum development and assessment • Experience of developing and implementing effective programmes for the professional development of staff • Experience of creating, and maintaining effective partnerships with parents, carers, and the wider community to enhance pupils' achievements
Professional knowledge and skills	• Ability to adapt leadership style to a range of scenarios across the phases and a school as a whole • Ability to lead and manage change, ensuring staff are deployed and managed well with due attention to workload • Knowledge of successful strategies and approaches for improving outcomes for pupils with SEND • An excellent 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 • Data analysis skills, and the ability to use data to plan for progression, set targets, identify weaknesses and drive school improvement. • Be an effective communicator with excellent interpersonal, communication and presentation skills, both written and oral • An ability to provide clear educational vision and lead by example in order to maintain and build upon the school's successes • Ability to build effective working relationships with all members of the school community • Ability to demonstrate an excellent understanding of the current Ofsted Framework requirement with regards to how it translates into practice to our setting. • Skilled in strategies and approaches to support and encourage positive behaviours as well as the ability to manage challenging behaviours • A clear understanding of the current legislation and its implementation with regard to Safeguarding, in order to support the school, meet its statutory responsibilities • 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

	Qualities
Personal qualities, ethics and abilities	• An enthusiastic, inspirational, creative and motivational leader who is able to operate effectively and think clearly under pressure in a changing and evolving environment • Commitment, passion and enthusiasm and the drive to achieve excellence and the best possible outcomes for our young people • Demonstrate personal and professional integrity and be an exceptional role model to others and a loyal and trusted member of the senior team • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • An ability to communicate effectively with all members of the school community and create and maintain a culture which celebrates success and promote behaviours that illustrate respect and kindness leading to positive relationships • Ability to prioritise, plan and organise workload effectively, delegating appropriately and through effective management that actions are effectively completed to a high standard and deadlines met • Demonstrate a capacity for sustained hard work with energy and vigor, whilst retaining a good work/life balance • Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others • Ability to focus on the positives and show resilience and determination to find a solution to every tricky situation! • Ability to support your team and know when to take the lead, when to listen, when to use humour and when to bring cake! • Start each day afresh and with the same enthusiasm, joy and can-do attitude that you had on your first day!



Mission Statement

‘Learning and achieving together’

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.

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.



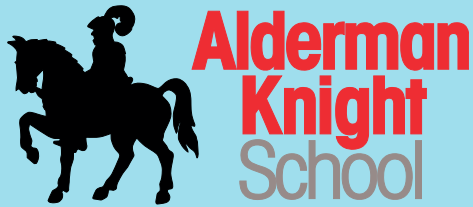
COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL 2020/21

1.	AIM AND PURPOSE: 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. 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.
2.	OUTCOMES: 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: • Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements. • Young people develop their emotional resilience. • Young people achieve stretching academic and vocational attainment targets to improve future life chances. • 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. • Young people are kept safe and are able to make safe lifestyle choices. The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.
3. 3.1	DETAILS OF THE SERVICE: Capacity The service, at any one time, will provide education and support placements to a maximum capacity 198 pupils: • 175 Pre 16 pupils (aged 7 to 16 years) • 23 Post 16 students (aged 16 to 19 years) Commissioned places are as follows: • Number: 198 • Age range: 7 to 19 years • Gender: Co-educational Client Group and Criteria 1. Pre 16 pupils aged 7 – 16 years The service is for children and young people whose primary special needs have been identified as: • Communication and Interaction and • Cognition and Learning

	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 & interaction) 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. 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.
	2. Post students aged 16 – 19 years 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: • 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: • Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades A*-D, and • Require a specialist setting to access a further education curriculum 3.2 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
4.	DESCRIPTION OF THE SERVICE:
4.1	Placements: All placements into the school will be made though the Local Authority.
4.2	Admissions procedure: It is expected that all placements will have met the indicators for admissions at Special Schools as follows; 1. The child or young person has an EHCP. 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. 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. 3. The child or young person has complex and significant needs in one or more of: • Communication and interaction • Cognition and learning 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.

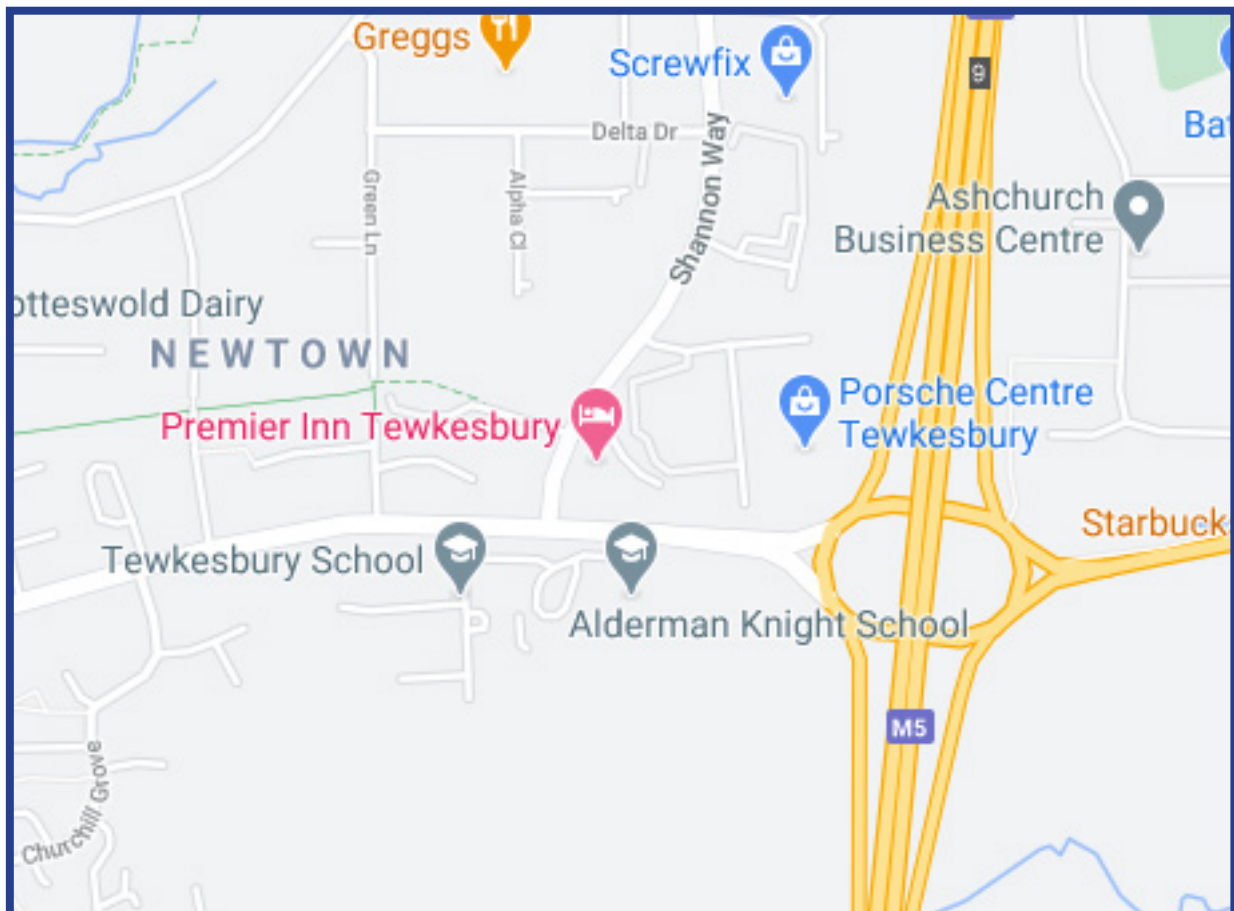
	4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan. 5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi agency Special Educational Needs and/or Disability (SEND) resource panel Or 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) 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
5.	CURRICULUM AND ACCREDITATION OF LEARNING: 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. 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 . 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.
6.	ANNUAL REVIEWS OF EHCPs AND REINTEGRATION: 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. 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.
7.	INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION for PUPILS AT 16 AND STUDENTS fro 16 to 19 YEARS: 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. 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.
7.1	Partnership working with schools and other agencies The school will fully participate in partnership and multi-agency working both at a strategic and operational level.

	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: • Children's Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people's organisations 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.
8.	PARTICIPATION:
8.1	Parent / Carer engagement 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. The school will meet the legal requirements to report to parents and a clear process will be in place to ensure: • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parents/carers should be made 3 times per academic year for instance through parents evenings. • Annual reports should be provided to parents.
8.2	Participation and involvement of children and young people 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.
9.	MONITORING AND REVIEW: 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 will be completed at the end of May 2021, ready for the new academic year. The learning and working environments are second to none.



Contact Details

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GL20 8JJ

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Eteach - <https://www.eteach.com/job/deputy-headteacher-1131309>