

Brookfields School

Headteacher

Candidate Brochure





Brookfields
Specialist SEN School

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Brookfields
Specialist SEN School

KEY STATISTICS AND FACTS

Type of School	SEN
Denomination	None
Age Range	2-19
Gender of pupils	Mixed
Number of Children of	241
Number of Teaching Staff	38
Number of class based Support Staff	101
Number of other Support Staff	31
% of Free School Meals	32%
% of children with SEN	100%
% English as an additional Language	15%
Budget for 2020/21	c. £6,000,000





Brookfields
Specialist SEN School

Brookfields School

Brookfields School is one of West Berkshire Local Authority's two special schools and has been judged by OfSTED to be outstanding on four successive occasions. We are a community Special School for pupils aged between 3 to 19 who have the primary need of a learning difficulty (MLD, SLD, PMLD). Some of our pupils have additional needs such as ASD, ADHD, VI, HI, PD, MSI, SLCN. Currently there are 241 pupils on our role.

Our Ambition

Our ambition is that our pupils can achieve their aspirations and be the best they can and therefore we have developed an innovative personalised curriculum and pedagogical approach to teaching and learning. We work in partnership with our pupils' families as well as a range of professionals to ensure that all our pupils make sustainable progress towards their EHCP outcomes and their aspirations.

As a result of working in partnership with our Speech and Language Therapists, our Physiotherapist, our OT and our school nurse, we have developed an Integrated Therapy approach which enables our pupils to access therapy in an integrated way. In addition to therapists, we also work with a counsellor, a music therapist, horticulture therapist and drama



specialists.

In addition to supporting the development of our pupils' cognitive development, communication and independence skills, it is also important for us to ensure that their emotional development is supported. We used Therapeutic Thinking and PROACTSCIPr-UK® to support the development of our pupils' prosocial behaviours

and emotional understanding of self and others. We have trained key members of staff as ELSA's and all staff have been trained in Therapeutic Thinking.

The School works in partnership with a range of Local Authorities — we currently support pupils and families who are from West Berkshire, Reading, Hampshire, Wokingham, Oxfordshire and Bracknell Forest.



We pride ourselves on the way we work proactively building partnerships and links with the wider community, whether that be with local businesses, other special schools both locally and nationally, or local mainstream schools through our Specialist Inclusion Support Service, external professionals, but most importantly with parents and families. Each pupil is supported by a dedicated, skilled and experienced multidisciplinary team.

We are committed to recruiting the very best staff to be able to make a real difference to the lives of our pupils and their families. We currently have 38 Teachers and 101 Teaching Assistants, in addition to 31 non-contact staff, all of whom are our greatest asset. Our enthusiastic and dedicated staff team are encouraged and supported to seek out and develop new initiatives or activities which will support learning, enrich our curriculum and prepare our young people and their families for a positive life after Brookfields School. We are committed to the professional development of our staff and have developed a detailed induction and training programme for staff which runs alongside their Performance Management. In the past we have achieved Investors in People Gold Standard.

About the School

The school was built in 1974 and is situated 4 miles from Reading town centre with good access to the M4, Heathrow and fast rail links into London.

Set in large grounds, the school is divided into 3 main areas — the Primary School, the Secondary School and the 6th Form. There are excellent onsite resources for all pupils such as purpose built playgrounds, a splash pool and swimming pool, a quiet sensory garden, a large playing field, an outdoor gym, a Multi Use Games Area, Sensory Rooms, Interactive White Room, specialist teaching rooms such as a drama studio, careers education base, kitchens and an art room. We also have onsite allotments, an orchard, Horticulture Therapy base and Forest School. In addition to onsite provision, the school also has off site provision — a bungalow located on the site of a mainstream primary school. It is equipped to develop pupils' independence and daily living skills. Currently we are able to offer a Youth Club for older students and Holiday Clubs during the Easter and Summer breaks.

What we are about

Our Mission

Together we will prepare all our pupils for positive and fulfilling lives, as healthy and engaged individuals.



Our Vision

Inspirational teaching, personalised support, engagement and empowerment enable our pupils to make, communicate and act on safe, and

increasingly autonomous and informed choices and decisions enabling them to live positive and fulfilling lives.



Our Values

Ambition — we transform, innovate, inspire and challenge. We strive to provide our pupils and their families with the highest standard of teaching and learning, championing aspiration and ambition.

Partnership — we collaborate, harness opportunities, engage, empower, share and work in partnership with pupils, families, schools, organisations and businesses to remove barriers and create opportunity for success.

Caring — we keep our pupils and school community safe so that they thrive and develop. We respect and celebrate the individuality and uniqueness of all our pupils and their families. We nurture, protect and support them on their journey with us as they prepare for life after school.

Learning — we support and promote lifelong learning for all. We evolve our approach to the education and support of pupils, their families and staff through high quality research and innovative practice.

The Future

Our current Headteacher will be retiring after 22 years at Brookfields School, having been Deputy Head for 16 years and, more recently, as Headteacher for 6 Years. We are looking for more than a Headteacher, more than an outstanding leader — we are looking for an inspirational person who will be able to continue the work of the school and develop it further to ensure that it stays at the forefront of special educational needs and continues to change the lives of our pupils and their families.

Brookfields still provides an outstanding quality of education. Leaders, staff and governors remain hugely ambitious for pupils to achieve their very best. Leaders have thought hard about what they want pupils to learn in each subject as they move through the school. Teachers get to know each pupil as an individual. Teachers understand pupils' very specific special educational needs and/or disabilities (SEND) in detail. They use pupils' education, health and care (EHC) plans very effectively to plan pupils' learning. Teachers receive highly effective training and support to improve their skills. As a result, they are able to change the way they teach, swiftly if needed, so that pupils understand and remember what they learn' (OFSTED 2019)

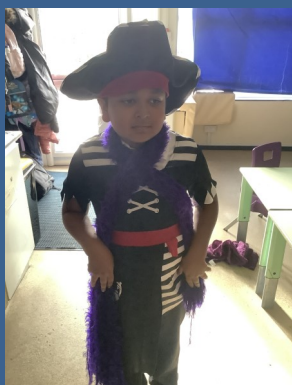


Some of our Achievements

- 'MOVE Centre of Excellence
- Platinum Arts Mark Award
- Investors in Families
- Rights Respecting School ROC
- Careers Development Awards 2019
- Accredited Communication Friendly School (Elklan)
- Reading Cultural Arts Award
- Pride of Reading
- 8 consecutive conference focusing on Careers Education
- External training courses
- Extensive parent education courses
- Support for families
- Shaping and influencing local and national SEND agenda

Brookfields Special School continues to be an outstanding school ... (OFSTED 2019)

Brookfields is a remarkably friendly and welcoming school. Staff are highly skilled. They know pupils exceptionally well. Staff understand pupils' needs precisely. Pupils told us that they really like their school and described it as 'the best'. They feel happy and safe here because they know that adults care about them ...OFSTED 2019)



Headteacher Job Description



Brookfields
Specialist SEN School

School: Brookfields School	Location: Tilehurst, Reading West Berkshire
Job Title: Headteacher	Grade/Salary Range: Group 7 School L28-34 (£81,940 to £94,912)

This post has become available due to the retirement of a highly successful Headteacher from the school

JOB PURPOSE

- To provide professional leadership and management of the school that will ensure it continues to develop as a successful learning community.
- To provide professional vision, leadership and direction for the school that secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.
- To provide a secure and supportive environment for all pupils ensuring that all safeguarding policies are rigorously implemented and followed.
- To provide vision, ambition, leadership and direction at Brookfields School, ensuring it is managed and organised by working strategically with all stakeholders and partners to develop and maintain outstanding provision which will transform the educational and future life opportunities of all students.
- To be responsible for the internal organisation, management and control of the school, managing the overall operation of the school, the welfare of pupils and staff, agreeing plans and priorities with governors and creating and maintaining a vision and ethos that all pupils, staff, governors and parents / carers can follow and promote.
- Leading by example by promoting a diverse and inclusive culture, within which staff feel that they can bring their best selves to work each day and have their ideas and feedback heard and fed back into the school's development.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the conditions of employment in the School Teachers' Pay and Conditions as they relate to Headteachers.

The professional duties of the head teacher are contained in the School Teacher's Pay and Conditions Document and the key areas of Headship are contained in the DfE National Standards for Head teachers.

DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE

Governors
↓
Headteacher

Headteacher Job Description

MAIN DUTIES AND RESPONSIBILITIES

To promote equality as an integral part of the role and to treat everyone with fairness and dignity.

To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

To promote the welfare of children and to lead the school in providing comprehensive and effective safeguarding of children through relevant policies and procedures.

Strategic Leadership and shaping the future

- Work with the Governing Board and key stakeholders to ensure that school's vision, mission, values and ethos are clearly articulated, shaped, understood and acted upon effectively by all
- Provide clear strategic leadership and management for the continuing development of the school in line with the mission, vision and values
- Work within the school community to translate the schools mission, vision and values into agreed objectives that promote and sustain school improvement
- Foster innovation and creativity within the school based on appropriate new developments and research in educational theory and technology
- Take a strategic approach to staff recruitment and retention, ensuring that staff are recruited, developed and deployed effectively to support the schools mission, vision and values
- Ensure that the diversity and individual needs and aspirations of the pupils and staff are at the core of strategic planning and management
- Develop an ethos and educational direction for the school in order to ensure that each pupil achieves to their maximum potential
- Work collaboratively with partners and key stakeholders to ensure that the school is able to meet the educational needs of pupils and their families
- Lead by example in a way that motivates and empowers all involved with the school to achieve their potential
- Provide a coherent and accurate account of the school's performance to all its stakeholders
- Provide objective and clear support to the governing body in a way that enables it to meet its responsibilities

Leading and Managing the Organisation

- Take responsibility for the safeguarding and welfare of the pupils ensuring that all safeguarding policies are rigorously implemented
- Ensure that the school's systems, structures and organisation are well considered and effective and to ensure that they are fit for purpose, based on rigorous self-evaluation

Headteacher Job Description

MAIN DUTIES AND RESPONSIBILITIES CONTINUED

- Recruit and retain high calibre staff who share the school's mission, vision and values and who will contribute effectively to the curriculum and ethos of the school
- Provide clear evidence based improvement plans and policies for the development of the school and its facilities
- To exercise strategic, curriculum-led financial planning. To ensure the effective deployment of budgets and resources in the best interests of pupils' achievements and long term sustainability of the school
- To work with the governing board to ensure that it has appropriate advice, support and data in order to carry out its duties and statutory responsibilities effectively and efficiently
- Lead and manage the creation and implementation of the school development plan related to the schools ethos, mission, vision and values and ensure this is communicated to all stakeholders. Through collaboration and consultation ensure effective monitoring and evaluation of the plan
- Liaise with the School Improvement Adviser regularly to ensure the school continues to provide an appropriate education and is meeting standards, including Safeguarding
- Employ strategic thinking and planning skills in order to drive forward school improvement, working in partnership with key stakeholders
- Understand the statutory requirements of the school, of the governing board and instruments of governance, including policy and procedure.

Teaching and Planning Pupil Learning

- Create, maintain and promote a focused ethos and climate of learning that promotes outstanding teaching, professional practice, effective learning and high standards
- Instil a strong sense of accountability in staff for the impact of their work on pupil outcomes, encouraging and supporting the ethos in which staff continually evaluate their own performance
- Monitor and evaluate the quality of teaching and learning and the progress, achievement and attainment of pupils ensuring that outcome is at the centre of strategic planning and resource management
- Maintain and develop the school's specialisms working collaboratively with the school community, outside agencies and other educational providers
- Promote and implement a diverse, flexible curriculum with an effective assessment framework
- Foster a culture of shared best practice where all staff are motivated and supported to develop their own skills and support each other
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Develop and maintain a culture of high expectation for self and others and to act accordingly when performance does not reach those expectations
- Work in partnership with key stakeholders to determine, organise and implement an appropriate curriculum and pedagogical approach for all pupils, ensuring that monitoring and evaluation processes are efficient, effective and manageable taking into account new developments
- Work in partnership with others to ensure that the pedagogical skills, knowledge and understanding of staff are able to meet the needs of the pupils

Headteacher Job Description

MAIN DUTIES AND RESPONSIBILITIES CONTINUED

- Work in partnership with families so that they are able to support their child's learning and development. Monitor and regularly review the target setting assessment (formative and summative), recoding and reporting procedures (statutory and non-statutory)
- Monitor the effective implementation of the EHCP / Annual Review processes

Developing self and working with other

- Regularly review own practice, set personal targets and take responsibility for own personal development
- Develop and maintain effective procedures for staff induction, professional development and performance reviews
- Ensure clear delegation of tasks and responsibilities so that teams and individuals undertake effective planning, support and evaluation of work
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Foster school improvement based on rigorous monitoring and evaluation, setting high standards and challenging objectives
- Work collaboratively with other schools and agencies in furtherance of the school's specialisms and to share best-practice
- Develop meaningful and effective relationships with parents, multi-professional agencies, local community, charities, businesses and other organisations in order to enhance the school community and its links with the wider community
- Manage own workload and that of others to maintain an appropriate work / life balance

Securing accountability

- Work constructively with the Governing Body ensuring that it has the appropriate advice, support and data in order to carry out its duties and statutory responsibilities effectively and efficiently
- Ensure that financial management is within agreed regulations and procedures
- Be responsible for the stewardship and development of the school's building, equipment and environment having regard to all health and safety regulations
- Develop the school ethos that enables everyone to work collaboratively, sharing best practice and supporting each other – celebrating success and accepting responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review
- Develop and present a coherent and accurate account of the school's performance to a range of audiences, including governors, parents, carers and key stakeholders

Safeguarding

- Ensure compliance of statutory safeguarding procedures. Promote the welfare of children, young people and vulnerable adults and follow all associated child protection and safeguarding policies as adopted by the school and Local Authority
- Continue to co-operate and work with relevant agencies to protect children and young people

Headteacher Job Description

MAIN DUTIES AND RESPONSIBILITIES CONTINUED

Relations with Parents, Associated Professionals and the Educational and Wider Community

- Build on the school culture and curriculum which thrives on the richness and diversity of the school's communities
- Ensure that pupils have a wide range of opportunities within the local community. Ensure the provision of extra-curricular activities to meet diverse interests
- Collaborate with other agencies to promote the academic, spiritual, moral, social and cultural well-being of pupils
- Encourage and maintain effective partnerships with parents and carers to support and improve pupil achievement and personal development
- Seek continuing opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich its activities and value the wider community
- Review and develop effective relationships with the LA, community partners, school networks and national teaching and learning alliances
- Review and develop effective relationships with parents, carers and families of pupils to enable successful learning partnerships to flourish

Professional development

- Review and develop CPD
- Review and develop Performance Management, appraisal, CPD and professional development for all staff and ensure that it is linked to the schools Missions, Vision and Values

Managing and Developing Staff and the Other Adults

- Ensure that the professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions are fulfilled for all staff
- Ensure that the Code of Conduct and all policies related to staff are reviewed and updated regularly

Managing Resources

- Ensure school development planning is linked to the schools Mission, Vision and Values, drives the budget plan and identifies appropriate priorities for expenditure
- Work with governors and senior colleagues to recruit and retain staff of the highest quality

Headteacher Job Description

SCOPE OF JOB (Budgetary / Resource control, Impact)

- Overall responsibility for management of the budget (planning and review), recommending the annual school budget of over £6 million to school Governors, to include all aspects of income and expenditure
- Have delegated responsibility to manage the School (Private) Fund
- Have overall responsibility for the direction and allocation of all staffing and resources
- Have overview of School budget to include forward planning, impact of staffing changes, implementation of new ideas/structure and securing funding
- Have overview of Health and Safety to include review of legal statutory requirements and training
- Have overview of premises to include planning of new build projects and refurbishment of existing building

Person Specification

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E / D?	CONTEXT (How the criterion will be used in the job)
<u>Qualifications & Experience</u> <ul style="list-style-type: none"> • Qualified Teacher Status • A degree or equivalent • Management experience of SEN Inclusion and / or SEN provision • Evidence of recent relevant professional development • Evidence of regular and appropriate professional development in school leadership and management • A minimum of 5 years teaching experience • Evidence of successful curriculum development and leadership • Evidence of leading, motivating and developing staff • Evidence of effective working with a variety of stakeholders • Evidence of the effective use of assessment and analysis in raising standards • Post graduate courses in SEN • Proven ability to work in partnership with families and external agencies in supporting the development and safety of learners 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	<ul style="list-style-type: none"> • The qualified Teacher status provides key guidance and training on working with children that is necessary for this role • The other qualifications provide key guidance and training on working with staff that is necessary for this role • Knowledge of effective ways of working with pupils with a range of abilities and adapting methods and resources to suit individual needs is required. • All pupils within the School have SEN and experience of this for the Headteacher role is strongly recommended

Person Specification

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E / D?	CONTEXT (How the criterion will be used in the job)
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Knowledge of the EYFS, National Curriculum, Accreditation and curriculum development and review • Knowledge of pedagogy, research and pedagogical development for pupils with SEND • Understanding of all Safeguarding issues and the ability to demonstrate understanding of own accountabilities • How to promote partnership working with stake holders, other schools / agencies • Knowledge of the key factors that can affect the way pupils learn • Awareness of and willingness to promote the School's Equality policy and practice 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> • To be able to confidently monitor and evaluate the planning and implementation of teaching and learning activities to allow pupils to make maximum progress • It is essential that all staff are aware of Safeguarding Policy and Procedure and bullying issues to ensure the welfare and safety of all pupils • To be able to ensure that all pupils, including those with listed protected characteristics are fully included within every aspect of school life
<p><u>Skills and Abilities</u></p> <ul style="list-style-type: none"> • Sound literacy, numeracy and computing skills • Able to confidently and competently apply knowledge and skills acquired from training into a practical context, in and outside formal classroom settings • Good planning and organisational skills • Ability to motivate and encourage pupils • Excellent communicator, delegator and effective team leader 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> • To ensure that all pupils on roll benefit as much as possible from the educational opportunities available • To be able to feedback to parents and teachers about the progress of children and to be able to work inclusively with everyone

Person Specification

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E / D?	CONTEXT (How the criterion will be used in the job)
<u>Work-related Personal Qualities</u>		
• Thorough knowledge of effective curriculum provision, review and development	E	<ul style="list-style-type: none"> • It is extremely important that the post holder relishes working with children so that they are able to deal with all situations in an appropriate manner • At times there may be confidential discussions about children or families • A flexible approach is essential • Working with other members of staff at all levels is a key requirement of the role to ensure that the school runs smoothly
• Have a pupil centred approach to learning	E	
• Proven leadership and management skills to support the strategic development, implementation and review of the direction of the school	E	
• To be professional, discreet and to uphold confidentiality of all stakeholders	E	
• Be an enthusiastic, confident, able communicator who can implement effective strategies for securing improvement	E	
• Have the ability and drive to work independently and as part of a team	E	
• Have up to date knowledge of SEN educational issues	E	
• Have experience of monitoring and evaluating teaching and learning and act upon findings	E	
• Be able to organise effectively to get the most from human and material resources Be an ambitious and diligent professional who can motivate and inspire others including teachers, parents, pupils and governors	E	
• Ability to be involved with and develop the whole life of the school	E	
• Have a commitment to inclusion and achievement	E	
• Have experience of teaching learners with SEND across the school age range	E	
• Have experience of working in partnership with other schools, educational establishments, and external agencies	E	
• Have experience of developing, implementing and reviewing whole school initiatives	E	
• Have experience of chairing / facilitating meetings and leading training with colleagues and / or other agencies	E	
• Have awareness of how to set, review, manage budgets	D	
• Have experience of being part of the leadership team for OFSTED inspection	E	
• Have experience of developing, implementing and reviewing strategies to promote diversity issues	E	
• Have had involvement in school improvement / development work	E	
• Have experience of working directly with parents / carers and families to raise standards and involvement with the community	E	
• Have first-hand experience of work with governors	E	

Person Specification

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E / D?	CONTEXT (How the criterion will be used in the job)
<u>Other Work-related Requirements</u>		
• DBS Check	E	• To ensure the post holder is able to demonstrate the appropriate suitability to work with children
• Patient and resilient	E	
• Willing to attend out of hours meetings and be on call as required	E	• The post holder may be required to travel to other locations as part of this role so a clean full driving licence with relevant insurance would be desirable
• Willing to attend training, including intervention training, and implement actions	E	• The post holder may be required to attend meetings offsite and at times outside of working hours
• Able to manage the physical aspects of working with children with SEN	E	• The post holder will need to ensure that they are up to date with any necessary training for the role

All applications to be sent to Claire Reeves, HR Officer via email to hr@brookfields.w-berks.sch.uk by midnight on Sunday 9th January 2021



Brookfields School

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Tilehurst

Reading

Berkshire

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If you would like further information or to arrange a school visit,
please contact Claire Reeves at

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