



**OAK TREE**  
SCHOOL



**Headteacher**  
Oak Tree School

**Candidate Brochure**



**MAIDEN ERLEGH**  
SCHOOL



**MAIDEN ERLEGH**  
SCHOOL IN READING



**MAIDEN ERLEGH**  
CHILTERN EDGE



**GREAT HOLLANDS**  
PRIMARY SCHOOL



**HamiltonSchool**  
A PLACE OF EDUCATION, GROWTH & OPPORTUNITY



**Cranbury**  
College



## WELCOME

Dear Applicant

We would like to thank you for your interest in Oak Tree School. We are incredibly proud to be opening this exciting new special school in partnership with Brighter Futures for children, Reading Borough Council and Wokingham Borough Council.

When full, Oak Tree School will cater for 150 children from Year 1 to Year 13 with complex needs, including Autism Spectrum Disorder and associated complex needs.

Maiden Erlegh Trust has a strong track record of running high achieving, inclusive and vibrant schools. Oak Tree School will be no exception as we know that these children and young people have boundless talents and aspirations.

Oak Tree School is at the start of an exciting journey and if you are reading this brochure, it is probably because you are interested being part of this journey – thank you.

Rest assured you will be joining a team in a very supportive Trust. Together we can make a real difference and change lives for the better.

Please read on and if you have any further questions, please feel free to contact us.

Although it is not possible to visit Oak Tree School as it is still under construction, we would urge you come and visit one of our other school sites to come and meet us.

Yours sincerely

**Jonathon Peck**  
Chief Executive Officer

*Nurturing potential, encouraging independence*





## THE SCHOOL

Oak Tree School will join a community of schools ranging from primary to Sixth Form, and from mainstream to special and alternative provision. Oak Tree School, and its learners and staff, will therefore benefit from this wealth of experience, skill and enthusiasm, whilst at the same time developing its own vibrancy and culture.

The children will follow an ambitious and innovative curriculum which provides high quality learning and qualifications so that they can reach their full potential and feel prepared to take their next steps into education, training and adulthood. We understand that education does not only happen in classrooms, and so, in order to support every learner, we will provide them with opportunities to grow, to discover and to practice their new skills in safe and stimulating settings.

We will expect highly of our learners, offering help and encouragement to seize every opportunity they can. We look forward to enjoying the support and backing of parents, as their reinforcement of our values and standards will play an essential role in the children's development, progress and success.

## THE ROLE

We believe that all students should have every opportunity to achieve the highest possible standards, both academically and in terms of their personal development. Ultimately, we are looking for someone who shares our ambition for the school, its pupils and its staff.

If that is you, and you have the enthusiasm, experience and rigour to drive up standards, whilst taking staff with you, then keep reading!

You will ensure that our ambitious improvement plans are implemented effectively so that students' life chances are maximised and the school environment is safe and positive for all those who learn and work at the school.

You will be someone who can plan and work strategically but who can also demonstrate leadership through action, visibility and example.

You will understand and implement ambitious academic and personal development curriculum adapted to a special school context.

You will be collaborative and excited by developing Trust links and alignments, but you will be taking the initiative based on sound judgement and integrity where necessary.

You will be an excellent communicator, including with families and third-party agencies.

We will provide a range of coaching and CPD opportunities and you will be someone who takes responsibility for keeping up to date with relevant developments and be well read in educational and leadership literature.

You will be someone who works rigorously, evaluates accurately and finishes every task.

Our students are at the heart of every decision we make, and we know that this means leading and managing our staff with fairness, integrity and challenge. You will be ready to do this, and help identify colleagues who can, and want to, be developed also.





You will have relevant senior leadership experience and be able to demonstrate impact in their current or previous roles. You do not have to be the finished article, however. Nor do you have to be a superhero!

You will have a raft of support from the Trust School Improvement Team and the Headteachers network, so we do want you to be committed to working with the Trust, including collegially with others.

Finally, you should be optimistic, resilient and calm under pressure in a sometimes-challenging context to support our excellent staff team.

## MAIDEN ERLEGH TRUST

Please browse our [Trust website](#) as we believe this gives you a feel of what we stand for.

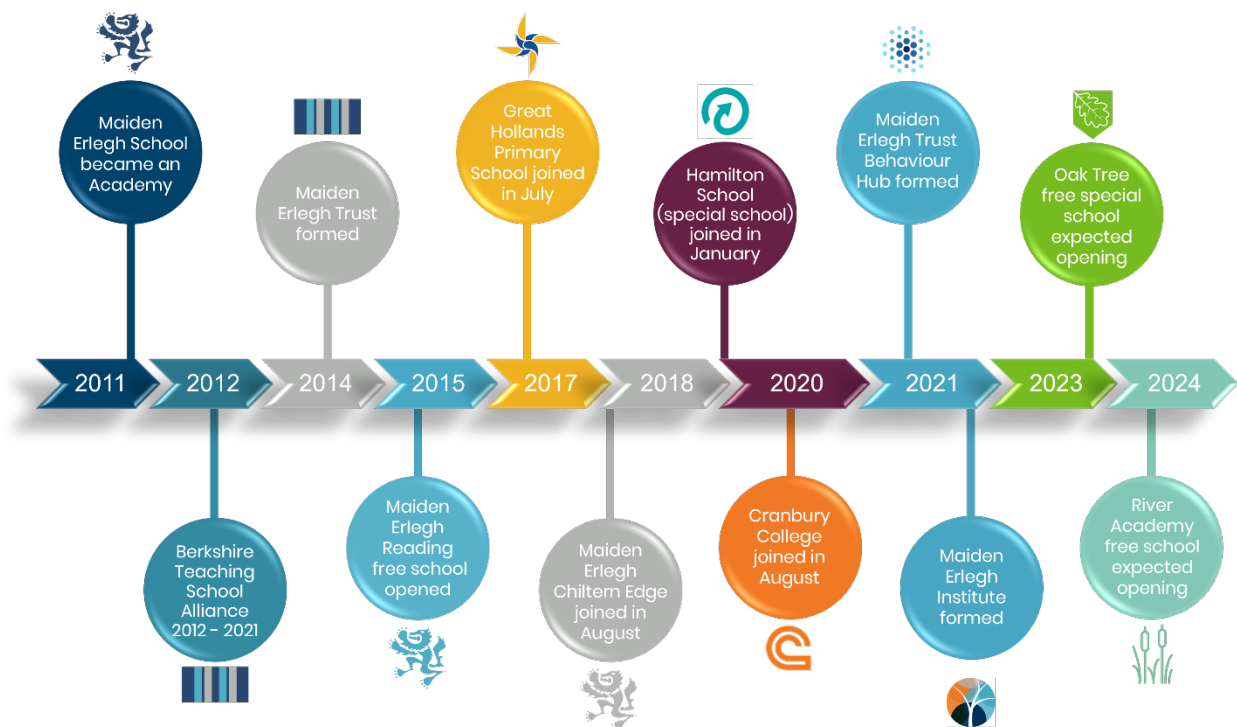
We are a proudly comprehensive and local community-based Trust. We believe in ambitious inclusion and that every child and young person can achieve great things. As a result, we have a range of schools because we want to be a Trust for local families, whatever their circumstances.

Because our Trust schools are geographically close, we know our communities and our local agencies very well. This supports strong collaboration, productive working relationships and access to genuine support and assistance (often not as readily available in larger trusts).

This is an extremely exciting time to be joining the SEND and Alternative Provision Hub within Maiden Erlegh Trust, working with extremely talented, driven, and inspirational colleagues

We recognise the importance of investing in our staff and you would be supported with tailored development opportunities, but we would also hope you would contribute to our CPD offer also (not least our annual cross-Trust conference).

### Maiden Erlegh Trust Timeline

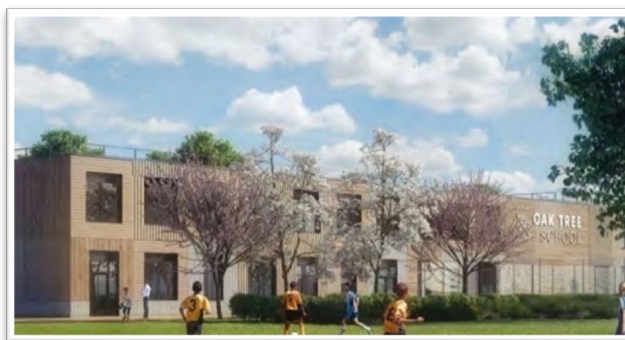






## JOB DESCRIPTION

HEADTEACHER	
<b>Job Purpose</b>	<p>The Headteacher is expected to lead and manage effectively, with integrity and humility, at all times.</p> <p>The Headteacher will be accountable for the quality of education, support and development of staff, and the overall experience of learners and staff in their school.</p> <p>The Headteacher provides the day-to-day direction and leadership consistent with the vision and ethos, integrity, excellence, and inclusiveness expected of all schools in the Trust. They are responsible for the operational management of the school, the safe supervision of all students and staff, and care of the school premises and equipment.</p> <p>They collaborate positively with others in the Trust and model excellent leadership and practice at all times. They embrace their shared responsibility for every child in the Trust, as well as those in their own school.</p>
<b>Based</b>	Oak Tree School, Winnersh Farm, Winnersh
<b>Responsible to</b>	Executive Director of Education
<b>Responsible for</b>	Direct line management of the Senior Leadership Team. Day to day leadership of the staff team.
<b>Financial Accountability</b>	Accountable for delegated budget.
<b>Salary</b>	<b>MET Leadership Scale – Group 6 L25 – 31 (£76,141 - £88,187)</b>
<b>Contract</b>	Permanent, Full time





## LEADERSHIP AND MANAGEMENT OF SCHOOL CULTURE

- Promoting with clarity the vision, values and ethos of the Trust and the school to all stakeholders and the wider community.
- Ensuring that diversity is celebrated and that the school is one of inclusion and equality for all.
- Create a culture where challenge and support are welcomed, and lead to learners growing in confidence and maturity, thereby preparing them for transition to the next phase of education and/or employment and preparing them for adulthood.
- Working with the Education Leadership Group to draw up and implement the School Improvement Plan (including regularly reviewing impact).
- Motivating others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals.
- Ensuring the effective application of Trust and school policies and procedures, risk assessments and statutory policy and guidance.
- Ensuring that all staff share in the successes of the school and feel valued for their contributions, are accountable for standards linked to their job descriptions and share collective responsibility for the standards across the school.
- Maintaining and further developing positive relationships with other organisations within and outside the Trust.
- Being highly visible to learners and staff, and participating in the daily life and activities of the school; personally recognising achievements, as well as listening to problems and concerns.
- Modelling resilience, optimism and a calm and considered approach when facing challenges.
- Working positively and collaboratively with colleagues across the Trust to ensure the best possible education for children across the Trust.
- Ensuring that the school benchmarks positively against other comparable schools locally and nationally (including through Ofsted, DfE Performance measures and NEETS/destination figures).

## CURRICULUM LEADERSHIP

- Working with the Director of Curriculum and Continuous Improvement so that all learners (depending on pathway):
  - ✓ can successfully and swiftly transition into the special school (e.g.: post exclusion, transition point).
  - ✓ are prepared for the next phase of education, employment and adulthood in line with their cognitive peers.
- Working with the Director of Curriculum and Continuous Improvement:
  - ✓ keep up to date with the latest research and evidence linked to high quality curricular planning and delivery.
  - ✓ design an ambitious and high impact curriculum for all phases and pathways, that meets the needs of learners at the school.
  - ✓ plan the sequences of learning and assessment so that learners grow in knowledge, skills, fluency and confidence over time.
  - ✓ ensure that teaching approaches and pedagogies chosen are appropriate and lead to effective and engaging learning.
  - ✓ ensure all learners can read and use number appropriate to their age/cognitive ability (or making strong progress).



- ✓ develop an appropriate enrichment and personal development curriculum, to support engagement, character and wellbeing.
- Securing the best possible outcomes in terms of progress, qualifications, preparation for next phase, employment and adulthood.
- Working with the Trust to ensure the effective delivery of its high quality personal, spiritual, moral and social (PSMSC) curriculum, alongside self-esteem and character.
- Creating a culture and ethos of challenge and support where all learners achieve and succeed, are engaged in their own learning, and where staff are ambitious for all.
- Providing CPD and Trust-collaboration opportunities for staff to ensure that their curricular and subject-knowledge is commensurate with the courses they are teaching.
- Implementing Trust and School policies and procedures linked to the curriculum, especially those linked to Continuous Improvement and Assessment and reporting.
- Contributing to accurate and timely monitoring of standards using agreed methodologies (e.g: of SIP and SEF) with documentation prepared as required for discussions with the Executive Director of Education, CEO, Local Advisory Board and Trust.
- Contributing to Trust discussions on policy development for SEND/AP provision (in specialist and mainstream setting).

## SAFEGUARDING, BEHAVIOUR AND WELLBEING

- Working with the Director of Inclusion and Safeguarding to ensure that:
  - ✓ the Trust's ethos, policies and procedures are implemented rigorously and fairly so that learners and staff can get on with their business in a safe and happy way.
  - ✓ the school is calm, orderly and safe.
  - ✓ relationships are positive, respectful and fair.
  - ✓ incidents are dealt with consistently and sensitively, based on an understanding of trauma, therapeutic thinking and SEND.
  - ✓ staff are provided with on-going CPD and guidance relating to safeguarding, behaviour and wellbeing.
  - ✓ learners develop a range of strategies to manage emotions, behaviour and relationships with increasing confidents and independence.
- Modelling how to grow and maintain positive relationships with learners at the school whilst maintaining the highest possible standards of behaviour in lessons and outside.
- Providing structures and opportunities so that learners know who to talk to in school and are/feel listened to.
- Working closely and proactively with parents and carers to ensure they feel included and can support the school in its work.
- Working closely and proactively with outside agencies to support students and staff.



## DEVELOPING SELF AND WORKING WITH OTHERS

- Reflecting regularly on own practice and setting professional goals.
- Taking responsibility for own reading, evidence-reviews and CPD (including Trust documents and guidance), seeking advice and support from other agencies and accepting professional critique
- Managing direct lines effectively and modelling excellent line management to others.
- Ensuring own practice models ambition consistency, efficiency, optimism and consideration, and instilling those features in others.
- Working with the CEO, Executive Director of Education and other leaders to ensure the development and implementation of effective strategies and procedures for staff induction, professional development, succession planning and appraisal in line with Trust Policies, in order to secure outstanding practice in school.
- Encouraging staff to use and share their good practice with others in school and across the Trust and on the IntraMET.

## MANAGING THE ORGANISATION

- Effectively managing the school on a day-to-day basis, being responsible for the overall operation of all school events.
- Managing day to day budget allocations, human resources, school premises and facilities issues in conjunction with the Business Manager.
- Ensuring staff feel well managed through operational effectiveness, clear and timely communication and consideration of workload.
- Ensuring communication with parents and other partners is clear, effective and timely.
- Ensuring relationships with other colleagues across the Trust are positive and constructive (including working collaboratively with other Headteachers and Trust Leadership.
- Ensuring relationships with LAB and Board of Trustees are positive and constructive.
- Working with Central Services colleagues to recruit, retain and deploy appropriate staff.
- Working with Central Services colleagues and Trust Leaders to ensure the website and other school documentation is kept up to date and is compliant.

## OTHER

- Participating, to such an extent as may be in the teaching of students at the school.
- To carry out other specific roles as agreed with the Executive Director of Education.







## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT</b>	<p>Qualified Teacher Status</p> <p>Evidence of continuing professional development</p> <p>Proven track record of keeping up to date with latest research, thinking, statutory and regulatory requirements</p>	<p>NPQH or further professional qualification.</p> <p>National SENCO Award</p> <p>Level 3 (or higher) Safeguarding Accreditation.</p>
<b>EXPERIENCE</b>	<p>Successful experience of Senior Leadership at deputy head level or equivalent</p>	<p>Curriculum leadership experience</p>
<b>STRATEGIC LEADERSHIP</b>	<p>Ability to provide clear education vision and direction, ideally in a SEND setting, in line with the Trust's values and ethos.</p> <p>Ability to design and implement highly effective development plans.</p> <p>Ability to establish and maintain positive and productive relationships, and inspire and motivate all stakeholders</p>	<p>Proven track record of working in partnership with school and Trust/LA senior leaders and Executives, local governors, and Trustees (depending on background)</p> <p>High level involvement in monitoring and evaluation procedures leading to clear impact</p>
<b>LEADING TEACHING AND LEARNING</b>	<p>Secure knowledge of statutory requirements relating to curriculum and assessment</p> <p>Clear understanding of quality first teaching and cognitive load strategies,</p> <p>Ability to analyse and use student data on attainment, progress, attendance, and behaviour to raise standards</p> <p>Successful experience of accurately monitoring, evaluating curriculum design and classroom practice.</p> <p>Understanding the role and impact of formative assessment in teaching and learning</p> <p>Successful experience of developing effective learning behaviours</p>	<p>Experience of using incremental coaching to ensure the highest standards of practice at all levels.</p>
<b>LEADING AND MANAGING STAFF</b>	<p>Successful experience of identifying the need for, and leadership of, CPD</p> <p>Ability to coach and mentor colleagues towards rapid and sustainable improvement in their practice (at different levels)</p>	<p>Experience of taking a lead role in appraisal of teachers and support staff</p>



	Ability to plan, allocate, delegate and support individuals and teams	Experience of dealing with staff when performance gives cause for concern
<b>MANAGING RESOURCES</b>	Ability to manage, monitor and review available resources, ensuring value for money	Successful experience of managing budgets
<b>PERSONAL SKILLS AND QUALITIES</b>	<p>A commitment to equality, diversity, and inclusion, as well as ethical leadership.</p> <p>A completer-finisher with a track record of demonstrable, sustainable, and timely impact.</p> <p>High expectations of self and others in all aspects of work and in all relationships</p> <p>An ability to remain positive and enthusiastic, including when under pressure – high levels of resilience</p> <p>Excellent communication skills with a range of stakeholders – so that they feel well-managed and included.</p> <p>A strong commitment to raising and sustaining high standards over time, based on high expectations of all students.</p> <p>A strong commitment to proactive and positive community working, including with parents and other professionals</p> <p>A strong commitment to firm and fair, positive, and therapeutic behaviour management in an ethos of ambitious inclusion.</p> <p>A strong commitment to positive and collaborative working in school and across the Trust</p> <p>A commitment to their own professional development and reading, and the development of colleagues</p>	Experience of presenting, governance and/or committee membership for educational bodies.

**Evaluation of applicant's appropriateness for the role will be assessed against all the above through their application and through the interview process e.g.: letter of application, their completed application form, and the interview.**

*Maiden Erlegh Trust is an ethical leadership organisation, and we are committed to safeguarding, equality and promoting the welfare of learners and staff. We are also committed to being ambitious for all and supporting everyone to reach their full potential. All employees of the Trust are expected to share these commitments.*

*All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check. The Trust's ambition is to promote an inclusive environment, which attracts all candidates and signals our commitment to celebrate and promote diversity.*



# HOW TO APPLY?

If you would like further information about the role, please contact our HR department via email [recruitment@maidenerleghtrust.org](mailto:recruitment@maidenerleghtrust.org).

The deadline for applications is:	<b>02 October 2022</b>
Shortlisting will take place:	<b>03 October 2022</b>
Interviews will take place:	<b>12 October 2022</b>

**All applications should be sent to [recruitment@maidenerleghtrust.org](mailto:recruitment@maidenerleghtrust.org) using the form provided.**

Applications received which are not completed using the form provided may not be considered at shortlisting.

*Maiden Erlegh Trust reserve the right to research applicants on social media platforms and the Internet, and the recruitment panel may take this information into consideration during the recruitment process.*





## OUR SCHOOLS



**Cranbury**  
College



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**MAIDEN ERLEGH**  
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SCHOOL



**MAIDEN ERLEGH**  
SCHOOL IN READING

## NEW PROJECTS



**OAK TREE**  
SCHOOL



**RIVER**  
ACADEMY

## INSTITUTE



**MAIDEN ERLEGH**  
INSTITUTE

Silverdale Road, Earley,  
Berkshire, RG6 7HS

[maidenerleghtrust.org](http://maidenerleghtrust.org)

0118 929 6020



@MaidenErleghTru

@OakTreeSchool

“Schools for the community, schools as a community.”