



Arbour Vale School

Applicant information pack



Welcome to Arbour Vale School

Our Ethos and Values

Arbour Vale School is a large special school offering education and therapy to over 300 pupils aged 3-19, who for a variety of reasons require specialist education and provision.

Our aim is to enable every pupil and student to be the best that they can be by providing an inclusive, vibrant school where children enjoy their learning, grow in confidence, make good progress and are happy and safe.



Our School

With our pupils, we learn together the best way to develop the skills, knowledge and attributes they will need as they develop into young adulthood. We recognise that our students need a specialised approach to their learning and development and this is encompassed in the personalised approach that we adopt for every individual.

Arbour Vale School is a Specialist Sports College and a National Inclusion Partner School supporting other schools across Berkshire to deliver inclusive Physical Education and Sport. This is a wonderful achievement, and we are very proud to have the opportunity to further develop and enrich the lives of all our students and the community through sport and physical activity.



Facts about the school

Type of School

Early Years
Primary and Secondary
6th Form
Learning Difficulties and
Disabilities including Complex
Medical Needs

Location

Slough, Berkshire

Age range

3 - 19

Co-educational or single sex

Co-educational

Number of pupils on roll

304

Average class size

Turnover

FSM

EAL



Our Family

Arbour Vale is currently in a process of exploring sponsorship by Orchard Hill College and Academy Trust (OHC&AT), who have been named by the DFE as the preferred sponsor.

As an outstanding provider and an established Academy sponsor, Orchard Hill College has an excellent track record for making a positive impact within the local community it serves.

OHC&AT is a family of education providers and services located in five local community hubs in London, Berkshire, Surrey and West Sussex with six college centres and thirteen academies. The family of providers currently meets the needs of over 800 students and their families across 26 local authorities.

The ambition of OHC&AT is to contribute further to improving the education offer for all pupils and students in our communities, including those with SEN. The Academy Trust enables us to build on and extend the scope of our work, so that pupils and students benefit from a broad range of expertise and access a wealth of opportunities arising from our strong community and stakeholder networks.



Orchard Hill & Academy College Trust



Our Students

Students have the opportunity to access a range of bespoke and specialised facilities in school, including a hydro pool, sensory rooms, soft play and performing arts facilities. There are fantastic sports facilities that our pupils enjoy, including opportunities for rebound therapy.



Our Curriculum

From EYFS early years through to Post 16 we offer an engaging curriculum that supports participation and meets the needs of the full range of students.

The curriculum pays due regard to the National Curriculum and is differentiated in order to provide meaningful, relevant and accessible learning, plus we offer a full range of accreditation.

Early Years

Our Early Years Department includes pupils in nursery, reception, year 1 and year 2. Pupils follow the Early Years Foundation Stage Curriculum through an inclusive 'topic' approach. The pupils explore exciting, half termly topics with a focus on the seven areas of learning within the foundation stage curriculum.

Primary

The Pupils in the Primary Department follow a curriculum that incorporates individual learning needs and offers a learning environment that

is engaging and fun. The curriculum is topic focused and the pupils enjoy learning through exciting new themes. Lessons linked to theme support learning across all subjects.

The pupils are involved in activities that support development of core skills, interaction, self-confidence, independence and team work. Activities and lessons are inclusive and interactive for all.

Secondary

The Secondary Department has 99 pupils between the ages of 11-16. Pupils are broadly taught in age groupings and are of mixed academic ability within the group. There are currently 11 classes within Secondary of between 7-11 pupils in each group with a range of abilities, there are a further 2 groups in the Autism Provision that are Secondary aged. Pupils are based in their own classrooms, apart from specialist subjects, in the morning and then follow an options programme in the afternoon.

Post 16

Students are placed into one of five tutor groups. The tutor groups are of mixed abilities and combination of years 12, 13 and 14. This is to help the students develop their social skills across the department. Each tutor group has a teacher, who is responsible for the pastoral welfare of the students, and two teaching assistants.

Students follow an individual timetable: It follows a general format with modifications to suit the students' individual needs as much as possible. Students are asked what areas would be of interest to them before the start of each year.

Depending on their ability, students follow either the Entry Level Curriculum or the Milestones level Curriculum (for students working at pre-entry level).



Our Community

Arbour Vale has a wide range of links with National and County organisations as well as the wider community. A full list of the organisations that we work with can be seen on our website.

Our Staff

Sharing good practice and professional development has extended our expertise to meet the needs of our pupil cohorts with varying levels of complex learning needs, physical disabilities, social and emotional difficulties and behavioural challenges.





Job Description, Headteacher

An inspirational leader, committed to the highest achievement for all.

Purpose of the post

Provide the professional leadership of the school to achieve outstanding success.

Key responsibility areas

- Strategic leadership and management
- Leadership and management of pupils'/students' attainment and progress
- Leadership and management of staff
- Leadership and management of the curriculum
- Leadership of learning and teaching and attitudes to learning
- Strategic leadership of safeguarding and child protection
- Financial and resources leadership and management
- Management and control of risk
- Management of resources and premises
- Leadership and management of the Academy within its community

Strategic direction and development

The Principal will:

- Develop and communicate a clear strategic vision in close collaboration with all key stakeholders
- Motivate and empower others to carry the vision and values of the Academy forward
- Implement, manage and resource OHC&AT policies and to develop school based policy/procedures consistent with OHC&AT guidelines.
- Recruit pupils/students and staff, ensure the statutory requirements, the decisions of the Trust and its Local Governing Body and the needs of the pupils/students, their parents/carers and the community are met
- Manage a complex organisation effectively and ensure the successful implementation of developmental, and sometimes radical, change
- Work in harmony with the sponsor, governors, local schools and Academies and other partners as appropriate
- Ensure compliance with legislation and school and trust policies
- Promote equality, diversity and inclusion

Teaching, learning and pupils/students

The Principal will:

- Meet the substance of the requirements of the National Curriculum
- Provide a motivational, broad and relevant curriculum underpinned by e-learning technologies
- Ensure pupils/students receive learning and support in compliance with their statements or Education, Health and Care Plans

- Ensure that the curriculum appropriately matches the diverse and individual needs of all pupils/students
- Achieve a sense of harmony through the effective management of pupil/student behaviour and attitudes to learning
- Involve pupils/students in the decision-making processes in the Academy by developing policies and practices that treat pupils/students as partners in the learning process
- Lead and manage pastoral care, pupil/student welfare, safeguarding (including e-safety) and anti-bullying procedures effectively
- Maintain effective assessment, recording and reporting systems of pupil/student progress, ensuring evidence is appropriate for supporting improvements and for Ofsted
- Maintain high expectations for pupil/student achievement especially where there is social deprivation
- Monitor and evaluate the curriculum for both quality and value for money
- Ensure high levels of consistent pupil/student attendance to promote high achievement
- Promote the Academy's commitment to child protection and safeguarding
- Strategic direction and development

Leading and managing staff

The Principal will:

- Lead on the recruitment and selection of teaching and support staff
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels
- Optimise the contribution of all staff to ensure excellent quality of education and learning, to improve the quality of education
- Manage performance and lead on appraisal, utilising all staff by ensuring their professional development
- Create and maintain good working relationships among all members of the Academy community
- Promote the Academy ethos in which the highest achievements are expected from all members of the Academy community
- Teaching, learning and pupils/students

Efficient and effective use of resources

The Principal will:

- Work directly with OHC&AT's Finance Director and consult with the Local Governing Body on the formulation of the annual budget in order that the Academy secures its objectives
- Plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control
- Ensure effective use of funding streams, to ensure impact on learning and achievement
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements
- Ensure that the allocation and use of accommodation provides a positive learning environment that promotes the highest achievement for all
- Monitor and evaluate overall provision for value for money
- Seek to ensure adequate physical and learning resources for the Academy

Accountability

The Principal will:

- Work closely with and report to both the OHC&AT Principal and Regional Lead for the Hillingdon and the Slough Hub and the Executive Head (Quality and Development)/Deputy CEO
- Work collaboratively with the Chair of the Local Governing Body and those of sub-committees as appropriate
- Secure a positive working relationship with the Local Governing Body
- Provide information, objective advice and support to the Trust to enable it to meet its statutory responsibilities
- Present a coherent and accurate account of the Academy's performance in a form appropriate to a range of audiences, including parents/carers and pupils/students
- Ensure that parents/carers and pupils/students are well informed about curriculum achievement and progress and are able to understand targets for improvement
- Develop and encourage good relations between the Academy and the wider local community
- Work closely with other Academies in the Trust
- Work with other schools and partners, locally, nationally and internationally, as appropriate.

Person Specification

Essential on appointment	Desirable, but could be gained after appointment
<p>Qualifications</p> <ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • An advanced qualification in the education of pupils/students with additional and/or complex needs • NPQSL • NPQH
<p>Teaching experience</p> <ul style="list-style-type: none"> • Substantial and recent experience of teaching pupils/students with special needs, including autism, to a high standard • Experience of working effectively with young people who present with a range of challenging behaviour <p>Professional skills</p> <ul style="list-style-type: none"> • Proven ability to demonstrate and lead outstanding classroom practice, including innovative curriculum development • Proven ability to use assessment effectively to inform pupil/student progress and to analyse data to help the target setting process • Evidence of successful inter-agency and multi-agency partnership working, including with parents/carers 	
<p>Leadership and management</p> <ul style="list-style-type: none"> • Evidence of successful and recent experience in a senior leadership and management role in a school setting • Evidence of successful joint strategic leadership with a governing body • Proven ability in building and leading a staff team, including a dynamic Senior Leadership Team • Evidence of successful experience in developing initiatives and managing substantial cultural and operational change • Evidence of highly effective leadership of school improvement planning and school self evaluation processes, including appraisal, formal monitoring and reporting to governors • Evidence of effective delegation and distribution of leadership to staff and effective follow-up to ensure tasks are completed to a high standard 	<ul style="list-style-type: none"> • Evidence of innovative and creative work with parents and carers. • Recent experience of Ofsted inspections and/or monitoring visits

Essential on appointment	Desirable, but could be gained after appointment
<p>Leadership and management (continued)</p> <ul style="list-style-type: none"> • Ability to analyse situations, prioritise and to help to implement realistic, sometimes innovative, solutions in a timely manner • Proven ability to robustly tackle staff under-performance 	
<p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge and experience of current good practice and developments in special education and mainstream provision, including Ofsted frameworks and requirements • Knowledge of how the new National Curriculum Programmes of Study can guide curriculum planning, including managing the transition to a revised, refreshed and creative curriculum • Knowledge of new arrangements for Y11 attainment and how pupil/student progress can be effectively demonstrated following the removal of National Curriculum levels • Knowledge and understanding of the opportunities provided by various post-16 pathways and destinations, including the FE sector, traineeships and apprenticeships • Knowledge of successful practice in relation to the teaching of pupils/students with ASD • Knowledge of how to promote independence and advocacy skills in children and young people with a range of special needs, including ASD • Knowledge of how to provide effective pastoral support for different groups of pupils/students, including deep knowledge of positive behaviour support and effective approaches to supporting young people's emotional wellbeing and mental health • Knowledge of current best practice and initiatives in relation to Safeguarding and Child Protection, including the most recent and high profile national agendas. • Commitment to own continuing professional development 	<ul style="list-style-type: none"> • Particular strengths and/or interests in certain curricula areas • An active interest in educational research.
<p>Personal skills</p> <ul style="list-style-type: none"> • Develop and communicate a clear strategic vision for school improvement allied to a well-articulated plan of action • Generate enthusiasm for new ideas in both pupils/students and staff, and inspire others with confidence and professional autonomy • Communicate effectively to a range of different audiences, orally and in writing 	