



Chart Wood School

Principal Recruitment Brochure



Welcome to Chart Wood School



Our School

This is an exciting time for Chart Wood School.

Chart Wood School is a special school for boys in Y5-Y11 who have social, emotional and mental health needs. Some pupils also have moderate learning and attachment difficulties. Chart Wood School was formed in June 2017 following the amalgamation of two schools, St Nicholas School and Starhurst School.

Currently based in Merstham, we are currently undergoing development with a committed £15 million new build and relocation to Dorking planned for September 2019. The project will see a modern, ecologically designed building arranged over three terraces and divided into a lower school (Years 5 to Year 8) and upper school (Years 9 to Year 11) with state of the art facilities and the latest innovative technologies.

Chart Wood School will shortly convert to academy status and become part of Orchard Hill College Academy Trust.

Facts about the school

Type of School

SEMH and additional SEN
needs
Residential and day places
Y5-Y11

Location

Merstham, Surrey

Age range

9 - 16

Co-educational or single sex

Boys

Number of pupils on roll

105

PAN

24 residential, 105 day

Average class size

6

Number of Teaching Staff

19





Our Ethos and Values

At Chart Wood School our aim is to provide purposeful educational experiences which are underpinned by sound academic, vocational, social and recreational opportunities appropriate to the needs, interests and abilities of all pupils.

The curriculum will be led by learned and caring professionals who are passionate about their area/s of expertise, and who believe all children (regardless of age, social circumstance, heritage, gender, sexuality or religion) can experience success, lead empathetic lives and fill productive roles as members of society.

To this end, Chart Wood School aims to provide a stimulating, safe, supportive and ordered environment in which the whole community is encouraged to ask questions, share ideas, take risks and learn through experience. We appreciate the unique cultural and social diversity of our members and seek to encourage co-operation and participation in all aspects of school life so that everyone is heard and everyone is valued.

Our Students

Chart Wood School is a special day/boarding school for boys (105 day pupils and 24 boarders) aged 9 to 16 years who have social, emotional and mental health needs. Some pupils also have moderate learning and attachment difficulties. This means that pupils struggle to form strong, healthy and sustainable relationships with others and can present with challenging behaviour. All pupils have a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP).

Class sizes are small with no more than eight pupils in each teaching group. Lessons are carefully planned and take into account the needs, interests and abilities of all pupils so that learning is more purposeful and engaging. Additional support in the classroom is provided by way of classroom assistants who work with pupils to build their confidence and self-esteem whilst also supporting their academic, social and developmental needs.



Our Curriculum

The aim at Chart Wood School is that all pupils have a right to access a curriculum that is of outstanding quality, meaningful and appropriate to their individual needs whilst not compromising their entitlement as learners with special needs. Lessons at Chart Wood School should motivate, engage and excite our pupils. Clear routes of progression and development within curriculum planning result in coherence and continuity throughout the school.

With the complex learning and behaviour needs of the pupils being admitted to Chart Wood School, we acknowledge that the needs of the individual are central and that the provision offered should be sufficiently flexible to enable pupils to be placed at an appropriately challenging point on the educational continuum at any time during their school career.



Our Family

We look forward to welcoming Chart Wood School to Orchard Hill College Academy Trust (OHCAT) in December 2018. OHCAT and Orchard Hill College (OHC) form a family of specialist providers, together known as OHC&AT.

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

OHC&AT is a family of education providers and services located in five community hubs in London, Surrey and West Sussex, with seven college centres and 13 academies. The family of providers meets the needs of around 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 Academy pupils can benefit from our expertise and access a greater range of opportunities arising from our strong community and stakeholder networks.



Orchard Hill & Academy College Trust



Job Description, Principal

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 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
- Promote a closer home model of delivery for education in Surrey

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 digital technologies
- Ensure pupils/students receive learning and support in compliance with their 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
- Provide 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

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 the Principal and Regional Lead for the Surrey and Sussex Hub, as well as being accountable to the Executive Head (Quality and Development)/Deputy CEO and the Chief Executive Officer of OHCAT
- 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 and NPQH • Have knowledge of SEMH legislation
<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 	