

# RACHEL MADOCKS SCHOOL

Eagle Avenue Cowplain Waterlooville PO8 9XP



Rachel Madocks is a Special School for children and young people aged 2.5 -19 with severe learning difficulties. Rachel Madocks School provides a happy, safe and exciting learning environment for our children and young people and the wider community. We are very proud of our vibrant, friendly school where all the staff and governors work together to provide the best possible learning opportunities for our children.

**"A school successfully driving further improvements"**

(Ofsted Nov 17)



## HEADTEACHER RECRUITMENT PACK

Application Closing Date: 14<sup>th</sup> June 2018

Interview Dates: 28<sup>th</sup> and 29<sup>th</sup> June 2018

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**LETTER FROM OUR CHAIR OF GOVERNORS**

Dear Applicant,

Thank you, on behalf of the Governing Body, for your interest in the post of Headteacher at Rachel Madocks School.

Rachel Madocks is a very popular Special School for children aged 2.5 - 19 and this is reflected by our current NOR of 91. The friendly teaching and support staff team works hard to ensure that the school continues to improve, building on last November's positive OFSTED report which confirmed we continue to be a Good school. We are fortunate to have recently benefitted from extensive rebuilding and refurbishment work, which has modernised all areas of the school. This is complemented by modern teaching aids including the latest IT. Carefully focused staff training and development ensures an excellent staff team.

This post has arisen as our current Headteacher, Mrs Jackie Sumner, will be leaving at the end of the Autumn Term 2018. Following a very successful 10 years in post, during which she has transformed the school's performance, she has decided to focus on her life outside of the school.

The Governing Body is seeking to appoint an ambitious Headteacher with the vision to build on current good practice and bring fresh ideas to continue our drive forward. You will provide evidence of excellent people management and interpersonal skills which demonstrate an ability to motivate, inspire and engage. As the school is at the heart of the local community, the new Headteacher will maintain and extend links beyond the school boundaries. The successful candidate will be supported by an able and dedicated Senior Leadership Team.

We would positively encourage candidates to visit the school in order to better understand our ethos and meet staff and pupils. Candidates wishing to visit should contact Coleen Smith on 02392 241818 or [c.smith@rachelmadocks.hants.sch.uk](mailto:c.smith@rachelmadocks.hants.sch.uk) but please note the different arrangements for applications on page 24.

I would like to thank you again for your interest in the post, and I look forward to receiving your application.

Yours sincerely,  
Stuart Baldwin  
Chair of Governors



## SCHOOL INFORMATION

Rachel Madocks is a special school for children aged 2.5 - 19 years with severe and profound multiple learning difficulties, autism and some with complex medical needs.

We pride ourselves on the quality of education we provide to our pupils and the opportunities we create to encourage and develop their communication and independence skills.



"All staff have a positive impact on improving pupil learning and work tirelessly to support pupils in their behaviour and development" (Ofsted Nov 17)

We strive to provide exciting learning opportunities relevant to every pupil's needs in a happy and caring environment where everyone is respected and valued.

"As a family we think the school is amazing, they have helped our child to achieve so many things that we would have never thought achievable. Fantastic Staff. Very Happy."

Parent quote July 17

## OUR VALUES

At Rachel Madocks School we aspire to be efficient and effective, delivering an exceptional education, enabling our pupils and students to strive to attain their potential and maximise their life opportunities. Our overarching aim is to be an outstanding school to which all pupils, students, parents, carers, staff and governors are proud to belong and where they feel

### "VALUED FOR BEING ME"

We aspire to achieve this by:

**Leading** high standards in learning, achievement and behaviour for all.

**Establishing** a broad, balanced, engaging and relevant curriculum that supports the individual needs of all students.

**Assuring** we support, value and celebrate the many different ways that students can learn and achieve their full potential.

**Raising** communication levels, social and emotional skills and a positive attitude to learning

**Nurturing** learners to be as independent as possible and to live safe, healthy and fulfilling lives.

**Insisting** on a safe and caring environment where individual views on religious and cultural issues are respected as all our learners develop into responsible citizens.

**Narrowing** any gaps in attainment and achievement to ensure our students have equal opportunities.

**Guiding** students for each stage of their learning journey through school and beyond.



"Valued for being me"

**THE EAGLE APPEAL FUND** (Registered charity number 1099667)

The Eagle Appeal Fund was set up in January 2003 by a small group of volunteers all with a connection and vested interest in our school to provide specialist equipment and sensory environments to enhance and enrich the learning and life experiences of all the pupils who attend Rachel Madocks School. As a result of their fundraising efforts, hundreds of thousands of pounds have been raised over the years resulting in specialist equipment and rooms with fabulous resources. Strong relationships with both individuals and organisations have been formed through our charity work helping us to raise our profile. As a consequence the school has benefited in kind from these contacts and still continues to do so. For example, Portsmouth Aviation have completely overhauled our specialist trikes and go carts. They returned them looking like new! You can read more about past and current projects on our school website.



## **ADMISSIONS**

Hampshire County Council is the admissions authority for Rachel Madocks School. Prospective pupils must hold an Education, Health and Care Plan. Most of the pupils live in Hampshire, but there are some who travel in from Portsmouth. Children are likely to meet the criteria for admission if their special educational needs fall within the following spectra: Cognitive difficulties that may be severe or profound; social communication and interaction difficulties that impact on their ability to access the curriculum; complex medical needs provided the safety of the child can be ensured.

Most children arrive at school and are taken home by school transport while others are transported by their parents.

## **PUPIL SAFETY and WELLBEING**

Rachel Madocks School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to enhanced DBS checks along with the other relevant employment checks.

*"Staff who are passionate about keeping children safe" Ofsted Nov 2017*

## **What makes our school special?**

Our school has recently benefitted from refurbishment and extension and includes a sensory room and hydrotherapy pool. There are lunchtime activities supported by our student ambassadors and a choir. We use a variety of communication strategies including PECS, PODD, MOVE and use rebound therapy. We are proud of our links with paediatricians and therapists - we are fortunate to have a school nurse on site three days a week. We run regular residential trips, have forged links with local mainstream schools and take part in Rock Challenge.



**KEY STATISTICS**

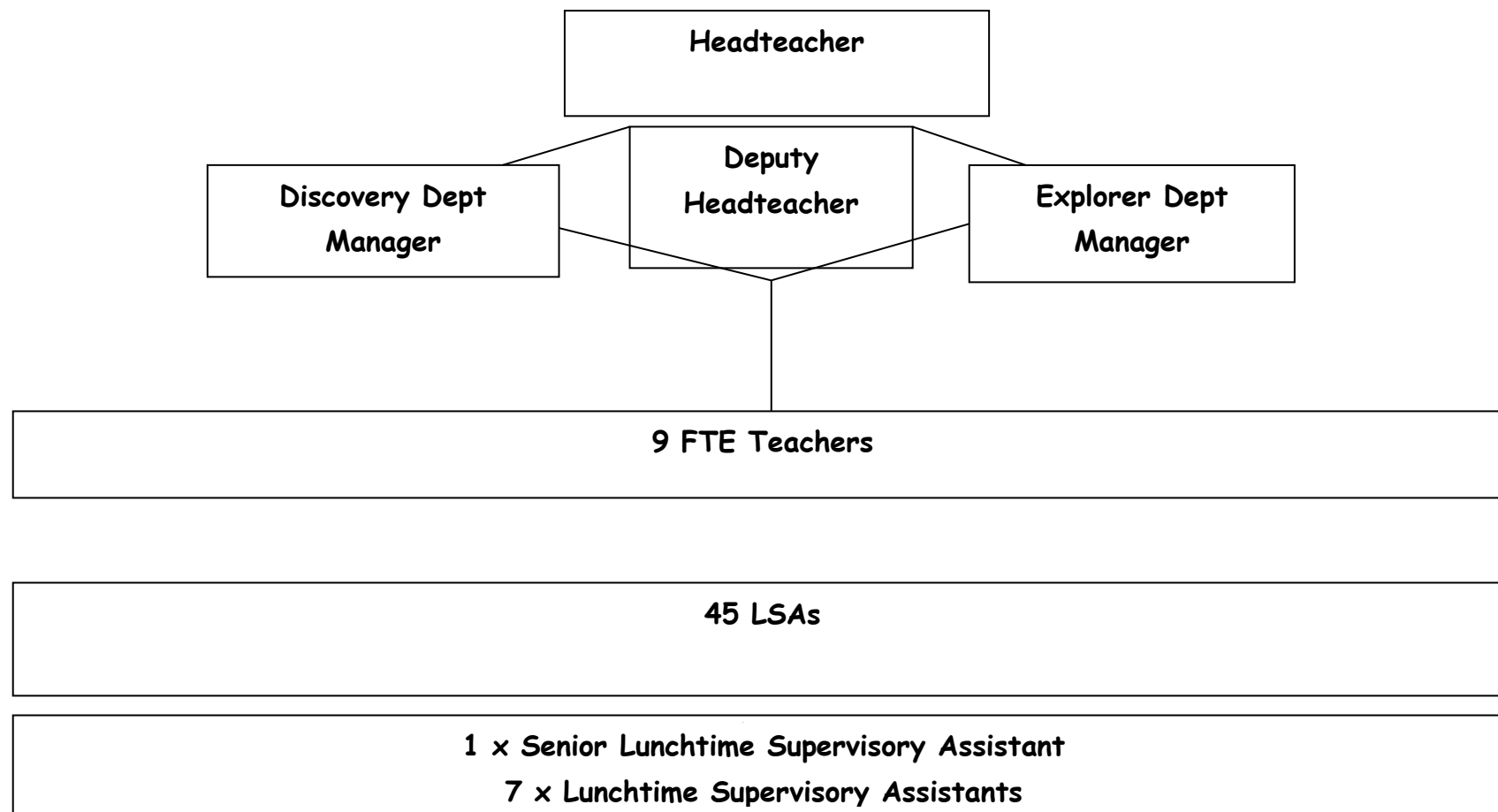
Type of School	Maintained, co-educational, day, community special school
Age Range	2.5 to 19 years
Location	Cowplain, nr Waterlooville, Hampshire
Number on Roll	91
Total staff number	71 (not including contract cleaners)
Number of qualified teachers	11.80 (including Deputy but not headteacher)
% Pupil Premium	48%
Ofsted rating	Good - November 2017



"Pupils enjoying school, enjoying a range of activities and taking part in events"  
(Ofsted Nov 17)

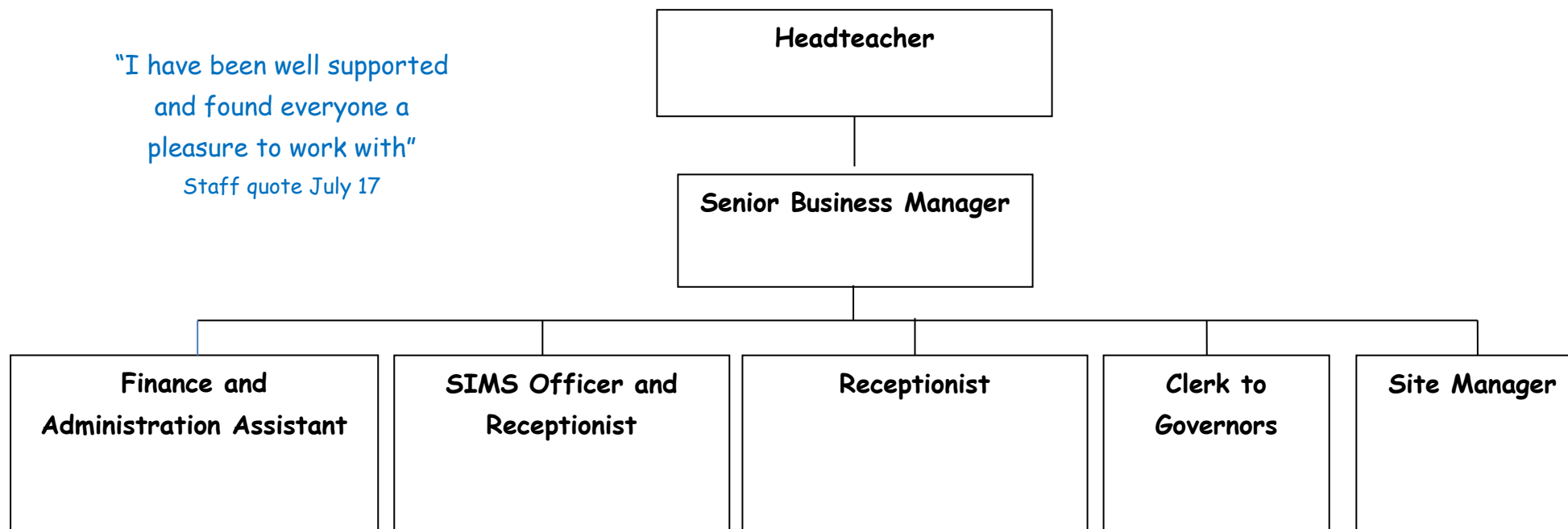


**TEACHING and ADMINISTRATIVE STAFF ORGANISATION CHARTS**



"Everyone was so welcoming, very knowledgeable and informative. Pupils clearly very happy and looked after"  
Medical Student on 4<sup>th</sup> year paediatric placement Jan 18

## TEACHING and ADMINISTRATIVE STAFF ORGANISATION CHARTS



"Excellent School and love working here! Staff quote July 17

"Fantastic School, lovely Atmosphere!"  
Teacher vacancy candidate Oct 17

## CURRICULUM STATEMENT and DELIVERY

### Discovery Department

The class groups in Discovery department are for our developmentally young pupils who are at the early stages of learning whatever their chronological age. Pupils range from two and a half years to nineteen years of age and are placed in class groups according to their age and need.

Pupils are taught in a variety of different ways depending on their age but all require a multisensory curriculum and a high level of adult support.

Pupils are supported and enabled to develop effective communication skills as well as to interact effectively with their peers and form positive relationship with others.

Pupils receive input and support from appropriate therapy provision to support learning including Occupational therapy, Physiotherapy and Speech and Language therapy.

Pupils experience different environments and work as a whole class, in small groups, pairs and individually. They are enabled to learn and develop new skills across a range of learning experiences with a large team of adults and peers.

The older pupils in Discovery Department have the opportunity to work with their peers in Explorers and Adventurers department in a variety of lessons and activities to develop and generalise their skills and form positive relationships.

The pupils in Discovery departments take part in a range of ASDAN Modules which lead to accreditation at different stages of their school career.

Pupils in years 3-6 follow the ASDAN Stepping Stones Schemes. This broad programme is an excellent introduction to the ASDAN Accreditation and allows learners and staff to develop individual targets under broad curriculum headings.

Pupils in years 7, 8 & 9 follow the ASDAN New Horizons programme - Challenges in Personal and Social skills which entitles them to accreditation in year 9.

Pupils in years 10 and 11 follow the ASDAN Transition Challenge programme. This programme enables work in a wide range of curriculum subjects to form part of their accreditation portfolio as they move towards young adulthood.

"My child loves coming to school! Thank you for everything you do to help my child to continue to make progress, enjoy school, and for all you do for us as a family." Parent quote July 2017

Students in years 12, 13 and 14 follow the ASDAN Towards Independence programme. This programme comprises of a range of discrete units that pupils and staff can select to provide a profile of evidence. This work focuses on preparing pupils for the next phase of their lives beyond school.

For all the Asdan Schemes levels of support are used to show how the students have achieved the activity.



Students complete a portfolio of work to demonstrate their achievements within the units studied and these portfolios are then moderated by the Asdan organisation. Students then receive recognised certification as a record of their achievements.

## Explorers Department

Explorers Department consists of both Key Stage 3 and Key and Stage 4 classes where learners have Severe Learning Difficulties and some of whom are on the Autistic Spectrum.

Pupils are taught a variety of subjects ensuring a broad and balanced curriculum for all. Literacy and Numeracy are taught every day and emphasis is given to developing:

- independence skills
- appropriate relationships
- interactions with others
- positive behaviour

Pupils are given the opportunity to develop a meaningful mode of communication and can apply their skills in a range of locations, enhancing their choice making abilities.



A wide range of different teaching strategies and approaches are used in order to meet the range of needs of our students. These include:-

PECS, Phonics, Numicon, Words First, Makaton and TEACCH.

Pupils experience different environments and work as a whole class, in small groups, pairs and individually. They are enabled to learn and practise new skills across a range of learning experiences with a large team of adults and peers.

**“Leaders and teachers who use innovative methods to review and improve their practice” Ofsted Nov 17**

### **Adventurers Department**

Our offer to Post 16 students is differentiated to their individual needs.

We offer life skills learning for all our students, keeping an emphasis on literacy, numeracy, PSD and finally transition and employability in Year 3.

Our Post 16 experience starts with our nurturing class, Ospreys, with the transition from KS4 to Post 16.

#### **Year 1**

During this year we secure good relationships with parents to enable them to make informed choices as their young person transitions from child to adult in the wider world. This gives parents and the young person confidence for their future choices.

As soon as my daughter was told which class she was going into last July we received a social story and information from her new class teacher. This communication has been kept during the whole school year. Any changes in the class we have been told about, this has made a big difference to her behaviour. We have also received newsletters each half term with information about what they have been doing, including pictures and what they will be doing in the next half term.

#### **Parent at end of daughter's first year in Post 16**

In this transition year we offer ASDAN Towards Independence, Developing Skills in Numeracy and Developing skills in Literacy. We also start Year 1 ASDAN Personal Progress Diploma and Towards Independence E-safety award.

The curriculum enables young people to diversify their knowledge and understanding of past learning into a life skill. There is an emphasis on Personal and Social Development with many activities being taken off site in the community and linking with other schools and facilities.

## **Year 2**

Our offer continues with further development of:-

- The ASDAN Personal Progress Diploma
- The start of the ASDAN PSD Diploma
- Edexcel entry level Maths and English
- ASDAN Employability Award
- The Duke of Edinburgh Bronze Award

All students will continue to learn the life skills necessary for the most independent life they can achieve, widening their experiences and pushing boundaries for adventure, resilience, sociability and perhaps some form of supported employment.

Employability opportunities begin within the school environment with such activities as; work in the office, being a classroom assistant in the younger classes, sport leaders, and working with the site manager.

## **Year 3**

The third year in Post 16 sees our students through the final year of the ASDAN Personal Progress Diploma, PSD and Employability awards and E-Safety, Edexcel entry Maths and English and transition opportunities. We offer our students the chance to experience college placements and employability opportunities available when they leave school such as; The Sustainability Centre, Right to Work and Portsmouth Craft & Manufacturing Industry (PCMI). Some students have the opportunity to progress on to elements of the Silver Duke of Edinburgh Award.



"Strong middle leaders who are ambitious for the school" Ofsted Nov 17



**FINANCES**

We are pleased to confirm that, despite the current economic climate, our finances remain well managed and on a secure footing.



"The school is amazing, there is a lot of support for both pupil and parent. My child has come such a long way since being here." Parent quote July 17



## OUR GOVERNING BODY

Rachel Madocks School has a small active Governing Body who take a keen interest in all the activities of the school. We are very fortunate to have a Clerk who is also employed by the school and therefore has an excellent overview. Our Governing Body has 7 multidisciplinary members from a variety of backgrounds. Two of our Governing body are parent governors to ensure that we retain a culture of parental involvement. The Governing Body has a Service Level Agreement with Hampshire County Council Governor Services, to support them and provide the experience and training to ensure we operate efficiently and effectively.

The Governing Body is supported by two Sub Committees, Resources and Curriculum. Resources committee meets regularly to support all the work associated with maintaining the school budget and to ensure the buildings and support infrastructure are adequately maintained. The Curriculum committee meets regularly to assess the development of the curriculum for the school and also to monitor how the school is achieving excellent progress for its pupils. Other sub-committees include Headteacher Performance Review, Personnel and Safeguarding. These committees meet as required. Other Sub-Committees include Headteacher Performance Review and Pay Committee. ["It was great to see the governors being involved on the school's last Inset Day, with the training as well as talking to them when they walked around and went in each class."](#) Staff quote July 17



### Local Authority Support

Hampshire is a pro-active Local Authority, which supports Rachel Madocks School in the delivery of specialist education to children who are unable to have their needs met in mainstream schools. We benefit from the input of our Learning and Leadership Partner, plus comprehensive support and advice via Service Level Agreements from Governor Support Services, Hampshire IT Services and Hampshire Property Services.

**HEADTEACHER ROLE PROFILE****Rachel Madocks School Headteacher  
SUMMARY JOB DESCRIPTION AND KEY FOCUS AREAS**

**Job Title:** Headteacher

The Contract of Employment between the Governing Body and the Headteacher will be the current Contract of Employment for a Headteacher. The job description can be amended at any time, following consultation between the Headteacher and the Governing Body and will be reviewed annually.

**Salary Scale:** The Governing Body have determined that this post should be paid on the 2014 Hampshire agreed pay scale. Rachel Madocks School is a Group 5 school. Governors have set the Individual Salary Range at £64,417 to £74,615 (LDR41 - LDR53 )

**General job expectations and accountabilities:** The Headteacher is an employee of the Governing Body and is required to carry out his/her professional duties in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document and relevant employment legislation.

**Responsible to:** The Governing Body of Rachel Madocks School

**Key responsibilities:**

Safeguarding: The post holder is responsible for ensuring that all school and county child protection policies are adhered to and concerns are raised in accordance with these policies

Financial Management: Advising the Governing Body on the school's annual budget and the budget revision as appropriate, as well as being responsible for the day-to-day running of the budget at Rachel Madocks School.

National Standards of Excellence for Headteachers (2014)

The Teachers' Standards including the Personal and Professional Code of Conduct which applies to all teachers, provide a foundation upon which the National Standards of Excellence for Headteachers (2014) standards are built. These standards are intended as guidance to underpin best practice, whatever the particular job description of the headteacher. They are to be interpreted in

the context of each individual headteacher and school, and designed to be relevant to all headteachers, irrespective of length of service in post”.

**The Governors of Rachel Madocks School** intend that the standards are used to shape the Headteacher's own practice and professional development, within and beyond the school and inform their appraisal. As such we expect the Headteacher to:

1. Be a lead professional and significant role model within the community they serve.
2. Embody values and ambitions that drive the achievements of the school.
3. Be accountable for the education of current and future generations of children
4. Exhibit leadership that has a decisive impact on the quality of teaching and pupils' achievements
5. Lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff.
6. Secure a climate for the exemplary behaviour of pupils.
7. Set standards and expectations for high academic standards within and beyond the school, recognising differences and respecting cultural diversity within contemporary Britain.

The National Standards of Excellence for Headteachers are set out in four domains and within each domain there are six key characteristics expected of the nation's Headteachers. These domains are:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

**Focus areas for Headteacher** We have identified the following focus areas for our Headteacher during the next part of our journey:

### **Key Focus 1: Leadership and Management**

Ensure a strategic and consistent approach to the collection and use of information about pupils' progress is developed across the school in order to help leaders drive further improvements. (Ofsted 2017)

**Key Focus 2: Teaching and Learning**

- 2a) Maintain the highest standards of teaching and learning
- 2b) Ensure that the induction and development of staff new to the school, including Newly Qualified Teachers, is successful and creates positive outcomes for pupils.

**Key Focus 3: Attendance**

Ensure attendance improves by leaders monitoring and evaluating the impact of interventions designed to reduce absence, and taking appropriate remedial action. (Ofsted 2017)

**Key Focus 4: Climate and ambition**

Create an outward-facing school which works with other public services, schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements and strong social outcomes for all children and young people.

These focus areas will be subject to a review, after appointment, with the governing body and Local Authority Leadership and Learning Partner to ensure that they remain the priorities for action.

**Links to application process**

*The application statement should refer to the candidate's consideration of these key focus areas and their relevant experiences, achievements, and skill against elements of the person specification.*



## RACHEL MADOCKS SCHOOL PERSON SPECIFICATION

### Rachel Madocks School Person Specification and links to the application process

The application statement should refer to the candidate's consideration of these relevant experiences, achievements, and skills **and** in relation to the **four key focus areas** described in the job description (NB specific reference should be made to *italicised* elements wherever possible)

Core professional experiences, qualifications	Shortlisting evidence sought in application (A), reference (R) or interview (I)?
<p><b>General:</b></p> <ol style="list-style-type: none"> <li>1. Is a qualified teacher with Qualified Teacher Status (Statutory) <b>Essential</b></li> <li>2. Evidence of relevant professional study and/or qualification <b>Essential</b></li> <li>3. Holds, or is working towards, the National Professional Qualification for Headteachers (NPQH) <b>Desirable</b></li> <li>4. Has experience of Deputy Headship / Assistant Headteacher / Head of School / Acting Headship / Headship or relevant senior leadership experience in a Special School <b>Essential</b></li> <li>5. Has experience in more than one Special school <b>Desirable</b></li> </ol> <p><b>Has knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>6. <i>Strategic financial planning, budgetary management and principles of best value</i> <b>Desirable</b></li> </ol>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>R, I</p>

<p>7. <i>The use of a range of evidence, including performance data, to support, monitor and evaluate and improve aspects of school life, including challenging poor performance</i> <b>Essential</b></p> <p><b>Is able to demonstrate that he/she:</b></p> <p>8. <i>Has a proven track record of leading successful change in an education environment</i> <b>Essential</b></p> <p>9. <i>Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of the responsibilities</i> <b>Essential</b></p>	<p><i>R, I</i></p> <p><i>A, R, I</i></p> <p><i>A, R, I</i></p>
<p><b>Hampshire Leadership Qualities and Behaviours</b>  <i>Please tell us how you demonstrate the following in your current practice to impact on outcomes for children:</i></p>	<p>Shortlisting evidence sought in application (A), reference (R) or interview (I)?</p>
<p>1. Actively reflect on what works and what does not and use the information to influence the way ahead and to make decisions</p> <p>2. Understand the principles of change and demonstrate the processes of managing change effectively; maintaining a successful balance between operational and strategic activities</p> <p>3. Demonstrate confidence and courage in challenging situations; have emotional resilience.</p> <p>4. Build community relationships based on a mutual and collective responsibility with diverse partners, to create a high quality learning environment for all.</p>	<p><i>A, R, I</i></p> <p><i>R, I</i></p> <p><i>R, I</i></p> <p><i>A, R, I</i></p>

<p><b>National Standards of Excellence for Headteachers (2014)</b></p> <p>These standards are intended as guidance to underpin best practice, whatever the particular job description of the Headteacher. They are to be interpreted in the context of each individual Headteacher and school, and designed to be relevant to all Headteachers, irrespective of length of service in post".</p> <p><i>Please tell us how you have impacted positively on outcomes for children through taking action in your current and previous leadership roles to demonstrate that you:</i></p>	<p>Shortlisting evidence sought in application (A), reference (R) or interview (I)?</p>
<ol style="list-style-type: none"> <li>1. Communicate compellingly the school's vision and drive strategic leadership, empowering all pupils and staff to excel.</li> <li>2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.</li> <li>3. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.</li> <li>4. Create an outward-facing school which works with other public services, schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements and strong social outcomes for all children and young people.</li> </ol>	<p>A, R, I</p> <p>A, R, I</p> <p>R, I</p> <p>A, R, I</p>

## APPLICATION PROCEDURE

Please visit our website <http://www.rachelmadocks.hants.sch.uk/> for further information about the school. Visits to the school (see page 3) are warmly welcomed and positively encouraged.

For any queries about an application form or our Headteacher's Information Pack please contact Education Personnel Services on their 24hr answer phone service 02380 385535 or email [eps-recruitment@hants.gov.uk](mailto:eps-recruitment@hants.gov.uk).

Please forward your completed application to Education Personnel Services, 3rd Floor Hampshire House, 84-98 Southampton Road, Eastleigh, Southampton, SO50 5PA or send electronically to [eps-recruitment@hants.gov.uk](mailto:eps-recruitment@hants.gov.uk).

**Closing date: Thursday 14th June 2018 (Noon)**

**Interview dates: Thursday 28th and Friday 29th June 2018**

Rachel Madocks School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.