

HEADTEACHER CANDIDATE BROCHURE



Together on the road to Success!

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WELCOME FROM CEO

Dear Applicant,

Thank you for taking the time to apply for the Headteacher position at Rivermead School which proudly sits as one of three schools within the Rivermead Inclusive Trust. It is an exciting new phase of the Academy Trust's development having just expanded the School to cater for learners with a variety of complex needs and we are looking for an exceptional leader to support us on our journey.

You will lead Rivermead main school of just over one hundred learners and also be the strategic lead of the Rivermead/Mid-Kent Partnership (sixth form) working with your Deputy (who is the key lead of this provision) comprising of forty five learners. You will work in tandem with the Head of Provision at a solo site close to the main school which also forms part of Rivermead School.

All Schools and provisions within the Rivermead Inclusive Trust place learners at the heart of everything that they do. The Rivermead School ethos is one where we are proud to say provides a holistic education offering bespoke programmes of individualised education to the learners. In the most recent Ofsted (July 2018) it said 'Leaders expect pupils to achieve good academic standards, but they also recognise the importance of developing their personal, social and independence skills.'

The school has been identified to have many strengths and collaboration is essential with those within the Trust and beyond. The school has created a broad and balanced curriculum which ensures that learners are able to access the national curriculum and a range of GCSEs as well as other recognised qualifications. Learners behaviour around school is exceptional, something we look to consolidate on.

As the new Headteacher, we will expect you to continue to work closely with all our stakeholders in particular parents, carers and families and aim to make a difference to the lives of young people. Interpersonal skills will be essential in collaborating with your fellow colleague who is Head of Provision of the Rainham site and your fellow Headteacher professionals who form part of the Rivermead Inclusive Trust. The Trust and schools see well-being of all staff as essential. You can read about the key values, ethos and vision on the Rivermead website www.rivermead.org.uk and the Trust website on www.rivermeadinclusivetrust.co.uk. Safeguarding is effective and governors are confident that the school is effective and proactive in safeguarding learners. Learners say that they feel safe and know how to keep themselves safe.

We believe all young people, regardless of their ability, deserve the best care and education possible. We want our learners to be independent and ambitious for themselves so therefore, we need to be ambitious on their behalf. Our new Headteacher will ensure that we stay loyal to these underlying values whilst ensuring continued educational excellence.

We expect a talented Headteacher who is passionate about the learners in their care. Who is able to inspire their Senior Leadership Team. A professional who the Middle Leadership buy into their values and see the drive for excellence as outstanding and an individual who has the ability to ignite the drive for the staff team including teachers and support team.

As Headteacher you will be a strategic, innovative and an emotionally intelligent leader. This is a high profile role for an inspirational and visionary individual with a strong collegiate approach, you will share best practice across the School, build on our many strengths and be an outstanding ambassador representing the School and Trust. This will include working with, in harmony, other Headteachers within the Trust, the strategic lead for Teaching and Learning, the Director of School Improvement, the Chief Executive Officer, Trust Board and Local Advisory Board and leading the quality of education. The Headteacher will be the key player, setting the agenda, culture and expectation of education at Rivermead School.

If this sounds like you, I would be extremely pleased to hear from you.

Tina Lovey

CEO, Rivermead Inclusive Trust



ABOUT OUR TRUST

We are proud to be part of the Rivermead Inclusive Trust

The Rivermead Inclusive Trust was founded by the Headteacher and Governors of Rivermead School in 2016. The core value of the Trust is to not only raise standards but to have a strong sense of moral purpose to promote 'life in modern Britain'

The idea behind forming a MAT was to allow us to build on our existing partnerships, work collaboratively and support schools to improve achievement, efficiency and the overall wellbeing of our learners, staff and wider communities. Academy trusts are charitable companies and have to comply both with charity law requirements and company law requirements.

The Headteacher and the Governors want to pursue this vision to enhance and secure teaching and learning for learners within today's Educational environment.



Type of School	SEN
Date School Established	2012
Age Range of Pupils	11 - 18
Gender of Pupils	Mixed
Number of Pupils	174
Number of teaching staff	31
Average Class Size	10—15
School Awards	Inclusion Quality Centre of Excellence / NCS Champion School / Working towards Equality
Entry Level Attainment	All children within school have an ECHP
% of Children on Free School Meals	22%
% English as an additional Language	1%



ABOUT OUR SCHOOL

Rivermead is based in the town of Gillingham, the school has around 174 students aged 11 - 18, including a provision for a Sixth Form with the Rivermead / Mid Kent College Partnership Provision. Rivermead has also expanded to cater for learners with mental health issues (Triple R) which is located in Rainham.

Our Ethos & Values

- We believe that every young person, whatever their age or ability, has the potential to progress, both academically and as a well-rounded young adult
- We believe that an inclusive approach is achieved through holistic and individualised pathways to teaching and learning
- We believe that every achievement should be shared and celebrated
- We believe that the inclusion of staff, parents, and governors, the wider community and learners should create a 'sense of belonging'
- We believe that a safe, calm and nurturing environment, where respect for each other is paramount, is the best place to learn and succeed
- We believe that Rivermead embeds and believes the importance of social, moral, spiritual, culture and 'life in modern Britain'. We celebrate this through enrichment, the broad curriculum, daily SEAL, thought for the week, PSHE, and daily assemblies

Our Mission

We want to enable young people to progress and have every life opportunity to the very best of their ability in a complete holistic way. At Rivermead it is about the 'person', the complete 'person', to ensure that no one falls through the net. We value our learners equally whatever the difference in their abilities or behaviours and believe that every child matters.

We want every child to be able to engage actively in learning and so able to reach their full potential in all areas of school life knowing that they are cared for and supported.

We celebrate every success and want our learners to be happy to come to school and we provide a range of educational, social and cultural activities that will allow them to flourish.

We will celebrate our school ethos by presenting the school as 'our school' so that each individual; learners, staff, parents and governors feel that they have a sense of belonging a sense of togetherness like a big family.

We have high expectations through a close partnership between learners, staff, governors and parents.



ABOUT OUR SCHOOL

Our Vision

Our vision is to take Rivermead from Good to Outstanding securing the progress that we have already made. To ensure our school is outstanding we will raise standards by actively ensuring each student's learning is as good as it can be, steering a range of approaches adapted specifically to each learner.

We will ensure that impact of learning is outstanding. We will be robust introducing a new performance management tool ensuring that targets are set, for all staff that are challenging to get the very best for our learners.

Accountability is key and all teachers are expected to work to the targets of achievement for each of their learners. Where progress is identified as slow they will introduce strategies and support to address identified weaknesses. Middle leaders will ensure that they take a pivotal role, whole school, in teaching and learning across the curriculum.

Reading will be highlighted, to enable each learner the best opportunity to access the curriculum and life opportunities by being able to read to an effective level. In line with this we will develop our library to ensure that we have a range of resources, which will be age appropriate to advance our learners knowledge and understanding. We have a fully fitted gym to benefit our learners.

We recognise the importance of social, moral, spiritual and physical development as well as academic achievement in diminishing the difference. We will create enrichment opportunities in line with teaching and learning to further advance the knowledge and understanding of our learners and the Governors will work with us to pursue this. Due to increasing demand for places we will see some expansion in Key Stage 3 this positions us nearer to our ideal intake of 20 learners per year, in line with Medway's SEN plan.

Our ambition is to explore opportunities to support children with mental health problems and contribute to the well-being and success for everyone to do well by us working in partnership with other schools across Medway and in partnership with other agencies.

We want our learners in years 12 and 13 to develop more independence to enable them to go on to succeed in further education, employment, training and give them resilience in this world. We will work on sustaining links within the Rivermead/Mid-Kent Partnership.

We want a Rivermead learner to develop the skills to become employable, self-confident and to be able to contribute in a positive way to their community. We will continue to develop this in all areas of our work as well as discretely in our work experience programme, college link programme and our life-skills teaching. We are passionate about our progression and enjoy in the continuing quest for excellence for the future to enable learners to progress to the very best that they can be.

ABOUT OUR SCHOOL

Our Approach

At our school, we believe in offering an all-round education that combines a caring and loving ethos, with the highest possible ambition for our students to succeed. We want our children to become happy, confident and accomplished individuals, and believe we must deliver an education that opens up new and exciting opportunities for every one of them.

We deliver a traditional curriculum that is personalised for every child, with particular emphasis on those that are most in need. This includes a commitment to providing a broad range of academic and extra-curricular opportunities that encourage our students to develop their talents wherever they may lie.

Over the last four years, we have transformed the whole approach to the education delivered at Rivermead School.

From leadership and management to behaviour and attendance, new structures, policies and interventions are now in place and are being embedded across the school. Quality first teaching, collaborative planning, streamlined assessments, regular learning walks and feedback are all key elements of our open and honest approach.

Identifying potential and developing our staff is important to us, and we have a strong emphasis on supporting our teachers and leaders to grow and flourish here. Weekly 90-minute CPD sessions, a supportive system of appraisals, coaching and mentoring opportunities are on offer for every member of our team.

Alongside our focus on school standards, we have also been developing our relationships within our community. Our local reputation is continuing to grow and we value working closely with our parents and local primary schools in order to provide the best possible opportunities for our students.

The improvements here have been rapid, and this has been acknowledged in our latest Ofsted inspection, July 2018.



JOB DESCRIPTION AND PERSON SPECIFICATION



Together on the road to Success!

JOB DESCRIPTION

Job Title	Headteacher
Closing Date	12 noon, Monday 28th January 2019
Interview Date	Monday 4th and Tuesday 5th February 2019
Salary / Scale	L18 — L22
Purpose of the Position	<p>To be responsible for the internal management and control of the School, consulting, when appropriate, with the Local Advisory Board, staff and parents.</p> <p>To provide leadership and professional expertise in leading and directing the School in all aspects of teaching and local management, including motivation of staff, monitoring standards, control of expenditure and administration, so that, in partnership with the staff and the Local Advisory Board the School may be managed effectively, efficiently and enthusiastically.</p>

1. Management and Leadership

- To manage the School professionally and effectively, and lead the promotion of initiatives to continue the School's success
- To develop the School, staff and learners to their full potential, through forward thinking, inspiration, initiative, motivation and where appropriate delegation
- To ensure that every child is stretched and challenged to make academic progress and that appropriate and challenging targets are set and met
- To comply with policies and other statutory requirements and maintain the regular re-evaluation cycle
- To identify, manage and co-ordinate any major tasks within the School
- To be familiar with current good practice in all areas of the curriculum, assessment, monitoring and evaluation throughout the School
- To be responsible for preparing and updating the School Improvement/Development Plan in consultation with the Local Advisory Board, staff, parents and learners, where appropriate, and to ensure it is an active document
- To ensure that the School has effective policies covering all aspects of teaching, discipline, behaviour, curriculum etc. and that all such policies are reviewed annually in conjunction with the Local Advisory Board or Trust Board

JOB DESCRIPTION

2. Finance

- In partnership with the Local Advisory Board, control, allocate and monitor all School financial and material resources, working in conjunction with the Trust Chief Finance Officer who is accountable to the CEO
- In partnership with the Local Advisory Board ensure that the budget is allocated in accordance with the School Improvement Plan and individual training needs and development targets for staff
- To manage effectively the resources of the School, including time, finance, people, equipment, facilities and site
- To recognise financial opportunities to the School's best advantage
- In conjunction with the Local Advisory Board and in collaboration with the Head of Provision at Triple R, ensure that all accounts, budgets, finances, monitoring, auditing etc. is carried out in accordance with the appropriate modules, guidelines as laid down by the Rivermead Inclusive Trust

3. Staffing

- Organise the selection and appointment of all teaching and non-teaching staff
- To lead the Senior Management Team
- Ensure the implementation of appropriate policies on performance management and staff development
- Promote and support the continuing development of all staff
- To serve as the first point of contact in connection with staff pay, discipline and grievance procedures
- To monitor and support the work of NQTs

4. Parents and the Community

- To maintain and continually develop good relations with parents and carers, and links with the local community
- To ensure that regular information about the progress of the children is given to parents and guardians
- To assist and encourage the School's Fund Raising Group
- To actively promote the School, upholding its reputation and attractiveness to existing and prospective parents

JOB DESCRIPTION

5. Learners

- To assist all learners to achieve the School's aims within the School environment
- To have overall responsibility for ensuring that the children are engaged in relevant, appropriate and balanced educational activities of high quality
- To ensure that all learners enjoy an "Inclusive Education" in line with the requirements of the National Curriculum
- To ensure that learners individual needs are met and their achievement is commensurate with their ability
- To monitor the assessment and recording of learners' progress
- To recognise the importance of social, moral, spiritual and physical development as well as academic achievements

6. Governors

- To maintain an effective working relationship with the Local Advisory Board advising and assisting governors in the discharge of their duties
- To report to the Local Advisory Board on all relevant matters affecting the conduct, performance and standards of the School, learners and staff
- To keep governors fully informed of School events and issues
- As required by the Local Advisory Board, to attend all meetings of the Local Advisory Board and at times attendance to the Rivermead Inclusive Trust Board
- To report to the Director of School Improvement who is accountable to the CEO for all matters within school



PERSON SPECIFICATION

QUALIFICATIONS & TRAINING	
Degree level qualification	Essential
Qualified Teacher Status	Essential
Has updated professional qualifications or has undertaken training including management development	Essential
Currently undertaking or has successfully completed National Professional Qualification for Headship (NPQH)	Desirable
EXPERIENCE	
Extensive and recent experience of senior management and leadership	Essential
Teaching and management experience across Key Stages 3 & 4 and post 16	Essential
Experience of raising learner achievement and securing school improvement	Essential
Experience of developing a strategic view for the future needs and development of the school	Essential
Experience of leading, motivating, supporting, challenging and developing staff to secure improvement	Essential
Experience of tracking children's progress and analysing results in order to set effective targets and raise standards.	Essential
Experience of developing personalised curriculum for learners with special educational needs leading to positive academic, social and personal outcomes	Essential
Experience of working with external agencies and groups to support learners with Special Educational Needs.	Essential
Experience of managing a budget	Essential
Experience of Special Educational Needs management	Desirable

PERSON SPECIFICATION

KNOWLEDGE & UNDERSTANDING	
Up-to-date knowledge of initiatives in education and an understanding of how they may impact on the school	Essential
Knowledge and understanding of the National Curriculum at Secondary School level and of examination courses including GCSE	Essential
Knowledge and understanding of the post 16 years curriculum including vocational courses	Desirable
Knowledge & understanding of strategies and approaches that can be used with pupils with special educational needs to engage them actively in the learning progress	Essential
Understanding of how to bring about change and improvement and show evidence of having done so	Essential
Knowledge of how to raise standards and improve teaching and learning and show evidence of having done so	Essential
Knowledge & understanding of how to foster a positive school ethos and raise pupils' self-esteem	Essential
Knowledge of school evaluation and how schools are evaluated against the Ofsted framework	Essential
Understanding of the importance of working collaboratively with all stakeholders in the school including parents/carers and learners with a proven track record of empowering learners and parents/carers to participate in all areas of school life.	Essential
Understanding and knowledge of how to uphold professional role boundaries	Essential
Understanding how to implement change and knowledge of how to support the process of change	Essential
Knowledge of assessing and managing risks to pupils including a sound knowledge of safeguarding processes and procedures	Essential
Knowledge & understanding of how to establish and maintain a culture of equality and diversity within a school environment	Essential
Knowledge and understanding of quality assurance processes including staff appraisal and performance management	Essential
Knowledge of health & safety, environmental and fire risk assessments	Desirable

PERSON SPECIFICATION

PERSONAL ATTRIBUTES	
Excellent spoken and written communication skills	Essential
Excellent interpersonal skills	Essential
Honesty, fairness and openness	Essential
Personal integrity	Essential
Ability to plan, prioritise and evaluate	Essential
Professionalism and personal authority	Essential
Ability to motivate, inspire and challenge self and others	Essential
Capacity to be robust	Essential
Capacity to be sensitive and responsive to the needs of pupils, staff and stakeholders in the school	Essential
Enthusiasm and commitment	Essential
Ability to delegate	Essential





HOW TO APPLY



**If you would like further information, or to arrange a school visit,
please contact Syvonne Wilson at Academicis on:**

Tel: 01223 907979

Mob: 07500 889504

Email: swilson@academicis.co.uk

**Application forms are available to download,
or Online Applications can be made via www.academicis.co.uk
Completed applications are to be sent to Syvonne Wilson
no later than 12 noon on Monday 28th January 2019**

*We reserve the right to research applicants on social media platforms
and the internet, and the Directors may take this information into
consideration during the recruitment process.*