



Brookfields School
Headteacher
Candidate Brochure





KEY STATISTICS AND FACTS

Type of School	SEN
Denomination	None
Age Range	2-19
Gender of pupils	Mixed
Number of Children	233
Number of Teaching Staff	52
Number of class based Support Staff	117
Number of other Support Staff	23
% of Free School Meals	39%
% of children with SEN	100%
% English as an additional Language	15%





Brookfields
Specialist SEN School

Brookfields School

Brookfields School is a special school for pupils aged 2-19 years with ASD, PMLD, SLD, MLD and Complex Needs. All pupils currently have a Statement of Special Educational Needs or an Education, Health and Care Plan.



About the School

The school is situated 4 miles from Reading, Berkshire and is easily accessible via trains and buses. The area the school is located in has good access to the M4, Heathrow and fast rail links into London (35 minutes).

Set in large grounds which provide the pupils with excellent opportunities for horticulture and sporting activities, there are also areas where bikes and trikes can be used, a MUGA (Multi Use Games Area) providing a hard court for cricket, basketball, football and a large green playing field which is also used for sports days and presentations.



The School accepts pupils from all over Reading and Berkshire and some neighbouring

authorities. Transport is provided for those living more than 3 miles from the school. Strong links with parents/carers are paramount and contact by phone and in person are a priority. Each child has an Annual Review meeting of their Education Health and Care Plan to which parents/carers are invited. Each pupil is supported by a dedicated and experienced team.

Our Vision

For Brookfields School to be recognised as an innovative Centre of Excellence, providing an outstanding, personalised education for all pupils.

To create a learning community where entitlement, opportunity and challenge are championed.

To offer outstanding SEN training, support and partnership for professionals, colleagues and parents.

To remain at the forefront of SEN development locally, regionally and nationally.



Our Aims

Encourage all pupils to reach a level of independence compatible with their particular needs.

Create age appropriate **opportunities** both within the school day and beyond, using the community.

Motivate all pupils to learn in a safe, stimulating and enriching environment.

Valued in a happy and well balanced atmosphere where everyone feels fulfilled.



Curriculum

Our vision is that when students leave Brookfields School they are able to make and communicate informed decisions and choices about their life, whether that be eye pointing to select either a hot or cold drink or choosing a particular job, bank account, where to live or the type of safe relationship to have. Our curriculum is designed to achieve this and meet the needs of all our learners irrespective to their particular learning style or additional needs

We are currently redesigning our curriculum in response to the changes to the National Curriculum and the Life Without Levels initiative and to enable appropriate weighting to be given to 2 key elements which we prioritise here at Brookfields, that of emotional development and also the application of learning in order to promote independence and open up opportunities when pupils leave school.

In Early Years / Key Stage 1 the focus is on Engagement and Independence with the EYFS to providing the main structure alongside the REACH curriculum (Relationship Education for the Autistic Child - an innovative approach developed at Brookfields) and the MOVE programme which is common to all Key Stages throughout the school, all linked by a rolling programme of themes designed to foster excitement and curiosity for all pupils whatever their level of need.

The aim of Key Stage 2 is to develop and generalise the skills gained in Early Years and Key Stage 1. Pupils are encouraged to value their achievements and to develop the self-confidence to become more independent. Peer relationships are fostered and pupils begin to work towards functioning as part of a team. We offer a wide range of opportunities for pupils to integrate both academically and socially on a regular basis. For all pupils, emphasis is on the development of communication skills and emotional self-regulation. Early literacy and numeracy skills are developed and pupils are encouraged to apply these skills in practical settings. Personal and social skills are central to the curriculum encouraging independence skills at a level appropriate to individual need.

In Key Stage 3 the pupils have access to Specialist Teachers in Science, Art, Drama and PE and an emphasis within the school is on a creative curriculum. The new curriculum for pupils working above P Levels currently being developed will focus on 5 areas of learning; 'Skill me Up!' - based on Literacy, Numeracy and Speaking and Listening, 'My Creativity' - encompassing the creative arts, 'My Emotions' - PSD, SRE, emotional regulation and safe expression; 'Living My Life' - RE, Careers, Life Skills, PSHE with a central driver 'Apply My skills' -based on investigations and the application of all these areas.

In Key Stage 4 there is an additional emphasis on preparing students for life after school, whether that is continuing their education at a local FE College or entering the world of work. From Y9 students access our bespoke CEIAG programme called Pathway to Employment, which includes Careers Coaching, Work Related Learning, Business Enterprise, Work Experience and Supported Internships. In addition to IN addition, the students study for the Duke of Edinburgh award, Sports Leadership and Food and Nutrition awards alongside Entry Levels and, for some student's access to GSCE's (English, Maths and Art) where appropriate.

6th Form students follow one of 5 Learning Pathways depending on their level of attainment when joining the 6th Form. The Learning Pathways allow the students to consolidate the skills they have developed with greater emphasis being placed on functional application as they prepare for life after school. Students who wish to go into employment can access Supported Internships whilst others might do NVQ Level 1, Lasers LEAP (Learning, Employment and Progression), Arts Mark, ASDAN CoPE or ASDAN Personal Progress for learners with more complex learning needs.

Headteacher Job Description



School: Brookfields School	Location: Tilehurst, Reading West Berkshire
Job Title: Headteacher	Grade/Salary Range: Group 7 School

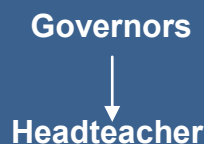
JOB PURPOSE

The Headteacher is responsible for leading and managing the overall operation of the school, the welfare of pupils and staff, agreeing plans and priorities with governors and creating a vision and ethos that all pupils, staff, governors and parents/carers can follow and promote.

It is important that the Headteacher, along with other members of the SLT, demonstrates very well the ability to both lead and manage. Effective leadership and management establish a climate for learning that successfully ensures a constantly improving school. In considering the performance of staff on the leadership scale the leadership and management qualities will be considered alongside the annually agreed targets.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the conditions of employment in the School Teachers' Pay and Conditions as they relate to Headteachers

DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE



SCOPE OF JOB (Budgetary/Resource control, Impact)

- Overall responsibility for recommending the annual school budget of over £5 million to school Governors, to include all aspects of income and expenditure
- Delegated responsibility to manage the School (Private) Fund
- Overall responsibility for the direction and allocation of all staffing and resources
- Overview of School budget to include forward planning, impact of staffing changes, implementation of new ideas/structure and securing funding
- Overview of Health and Safety to include review of legal statutory requirements and training
- Overview of premises to include planning of new build projects and refurbishment of existing building

Headteacher Job Description



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MAIN DUTIES AND RESPONSIBILITIES

To promote equality as an integral part of the role and to treat everyone with fairness and dignity.

To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

To promote the welfare of children and to lead the school in providing comprehensive and effective safeguarding of children through relevant policies and procedures.

Strategic Leadership

- Provide an ethos and educational direction for the school in order to ensure that each pupil achieves to their maximum potential
- Ensure that the organisation of the school supports its vision and aims
- Lead by example in a way that motivates all involved with the school to achieve to their potential
- Provide a coherent and accurate account of the school's performance to all its stakeholders
- Provide objective and clear support to the governing body in a way that enables it to meet its responsibilities

Planning and Setting Expectations

- Lead and manage the creation and implementation of the school development plan and ensure this is communicated to all staff and governors
- Ensure effective monitoring and evaluation of the plan
- Liaise with the School Improvement Adviser regularly to ensure rigour and efficacy
- Demonstrate an ability to employ strategic thinking and planning skills in order to drive forward school improvement.
- Have an understanding of the statutory requirements of the governing body and instruments of governance, including complaints and discipline procedures.

Teaching and Planning Pupil Learning

- Create, maintain and promote an ethos, climate and code of conduct that promotes good teaching, effective learning and high standards
- Monitor and evaluate the quality of teaching and learning and the achievement of pupils.
- Determine, organise and implement the curriculum ensuring that monitoring and evaluation processes are efficient and manageable and take into account new developments

Headteacher Job Description



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MAIN DUTIES AND RESPONSIBILITIES CONTINUED

Assessment and Progression

- Monitor and regularly review the effects of the key school policies
- Assess and evaluate the effectiveness of target setting through monitoring formative and summative assessment data
- Oversee the effective implementation of the EHCP/Annual Review process

Pupil Achievement

- Ensure that resources and staffing promote high standards of achievement for all pupils regardless of their background, culture or ability

Relations with Parents, Associated Professionals and the Educational and Wider Community

- Maintain effective relationships with the LA, community partners, school networks and national teaching and learning alliances
- Maintain effective relationships with parents, carers and families of pupils to enable successful learning partnerships to flourish

Managing Own Performance and Development

- Participate in arrangements for Performance Management
- Prioritise and Manage Time Effectively
- Work under pressure and to deadlines

Managing and Developing Staff and the Other Adults

- Ensure that the professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions are fulfilled for all staff
- Managing people, including performance management, making the best use of the skills of staff

Managing Resources

- Ensure school development planning drives the budget plan and identifies appropriate priorities for expenditure
- Work with governors and senior colleagues to recruit and retain staff of the highest quality

Person Specification



Brookfields
Specialist SEN School

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E / D?	CONTEXT (How the criterion will be used in the job)
<p><u>Qualifications & Experience</u></p> <ul style="list-style-type: none"> • Qualified Teacher Status • A degree or equivalent • NPQH accreditation or working towards • Management experience of SEN Inclusion and/or SEN provision • Evidence of recent relevant professional development • Evidence of regular and appropriate professional development in school leadership and management • A minimum of 5 years teaching experience • Evidence of successful curriculum development and leadership • Evidence of leading, motivating and developing staff • Evidence of effective working with a variety of stakeholders • Evidence of the effective use of assessment and analysis in raising standards • Post graduate courses in SEN 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	<ul style="list-style-type: none"> • The qualified Teacher status provides key guidance and training on working with children that is necessary for this role • The other qualifications provide key guidance and training on working with staff that is necessary for this role • Knowledge of effective ways of working with pupils with a range of abilities and adapting methods and resources to suit individual needs is required. • All pupils within the School have SEN and experience of this for the Headteacher role is strongly recommended

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KEY CRITERIA	* E / D?	CONTEXT (How the criterion will be used in the job)
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Knowledge of the EYFS, National Curriculum and Accreditation • Understanding of Safeguarding and bullying issues and the ability to demonstrate understanding of own accountabilities • Participation in work with other schools / agencies • Knowledge of the key factors that can affect the way pupils learn • Awareness of and willingness to promote the School's Equality policy and practice 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> • To be able to confidently monitor and evaluate the planning and implementation of teaching and learning activities to allow pupils to make maximum progress • It is essential that all staff are aware of Safeguarding and bullying issues to ensure the welfare and safety of all pupils • To be able to ensure that all pupils, including those with listed protected characteristics are fully included within every aspect of school life
<p><u>Skills and Abilities</u></p> <ul style="list-style-type: none"> • Sound literacy, numeracy and computing skills • Able to confidently and competently apply knowledge and skills acquired from training into a practical context, in and outside formal classroom settings • Good planning and organisational skills • Ability to motivate and encourage pupils • Excellent communicator, delegator and effective team leader 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> • To ensure that all pupils on roll benefit as much as possible from the educational opportunities available • To be able to feedback to parents and teachers about the progress of children and to be able to work inclusively with everyone

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KEY CRITERIA	* E / D?	CONTEXT (How the criterion will be used in the job)
<u>Other Work-related Requirements</u>		
<ul style="list-style-type: none"> • DBS Check 	E	<ul style="list-style-type: none"> • To ensure the post holder is able to demonstrate the appropriate suitability to work with children
<ul style="list-style-type: none"> • Patient and resilient 	E	
<ul style="list-style-type: none"> • Willing to attend out of hours meetings and be on call as required 	E	<ul style="list-style-type: none"> • The post holder may be required to travel to other locations as part of this role so a clean full driving licence with relevant insurance would be desirable
<ul style="list-style-type: none"> • Willing to attend training, including intervention training, and implement actions 	E	<ul style="list-style-type: none"> • The post holder may be required to attend meetings offsite and at times outside of working hours
<ul style="list-style-type: none"> • Able to manage the physical aspects of working with children with SEN 	E	<ul style="list-style-type: none"> • The post holder will need to ensure that they are up to date with any necessary training for the role

All applications to be sent to West Berkshire Council, Council Offices, Market Street, Newbury RG14 5LD or via email to schoolscontracts@westberks.gov.uk by midnight on Friday 17th March 2017



Brookfields
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Brookfields School

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Tilehurst

Reading

Berkshire

RG31 6SW

www.brookfieldsschool.org

If you would like further information or to arrange a school visit,
please contact Claire Reeves at
hr@brookfields.w-berks.sch.uk

Tel: 0118 942 1382