



Red Kite Academy

Principal Designate
Application Pack

Red Kite Academy

'A school whose time has come'

Very occasionally the planets align to generate a moment of pure serendipity in which the extraordinary can happen. It was in such a moment that Red Kite Academy had its genesis. Corby, the growing-est town in the country was crying out for its own special school at the very moment when a group of headteachers of outstanding schools found themselves with time on their hands and an appetite for disruptive innovation and a determination to forever change the concept of what a school is and does.

So, dear applicants.....what are we looking for?

A calculated risk-taker,
mould breaker, dream-maker

A feeler, a healer,

A canny wheeler-dealer

Innovator fearless, educator peerless

A purposeful hurrier, a never-ever-worrier (maybe sometimes)

A schemer, a dreamer, a take-one-for-the-teamer

A skilful master -teacher

SENSational goal-reacher

Fired up to inspire

Our Red Kite to soar higher

Play and fun and mischief are at the very heart of our philosophy, high-spec tools deployed with skill and precision at all levels of our working, in order to secure trustful, pleasurable relationships and optimal learning. They trigger oxytocin to dilute and repair damage from sustained exposure to stress and anxiety. They promote confidence and the willingness to take the risks that are essential to the process of learning. Not for one moment are we distracted from the seriousness of the work we undertake. The Principal Designate we appoint through this process will hold in their exclusive trust, the destinies of vulnerable families as well as the fragile futures and life-chances of Corby's precious children. We are less interested in what you have done than in who you are, less focused on what you have attained than in how you live out your values. To fill this job, you will have to be an extraordinary person - but if you've come this far with us, you probably already are.

Deborah Withers MBE



The Proposal



Directors' Welcome Letter	Page 2
About Red Kite Academy	Page 4
Red Kite Academy Provision	Page 5
Maplefields Teaching School Alliance	Page 6
Red Kite Academy Targets	Page 7
Job Description	Pages 9 & 10
Person Specification	Page 12 & 13
How to Apply	Page 14
Application Form	See separate Application and Monitoring Form
Recruitment Monitoring Form	See separate Application and Monitoring Form

ABOUT US

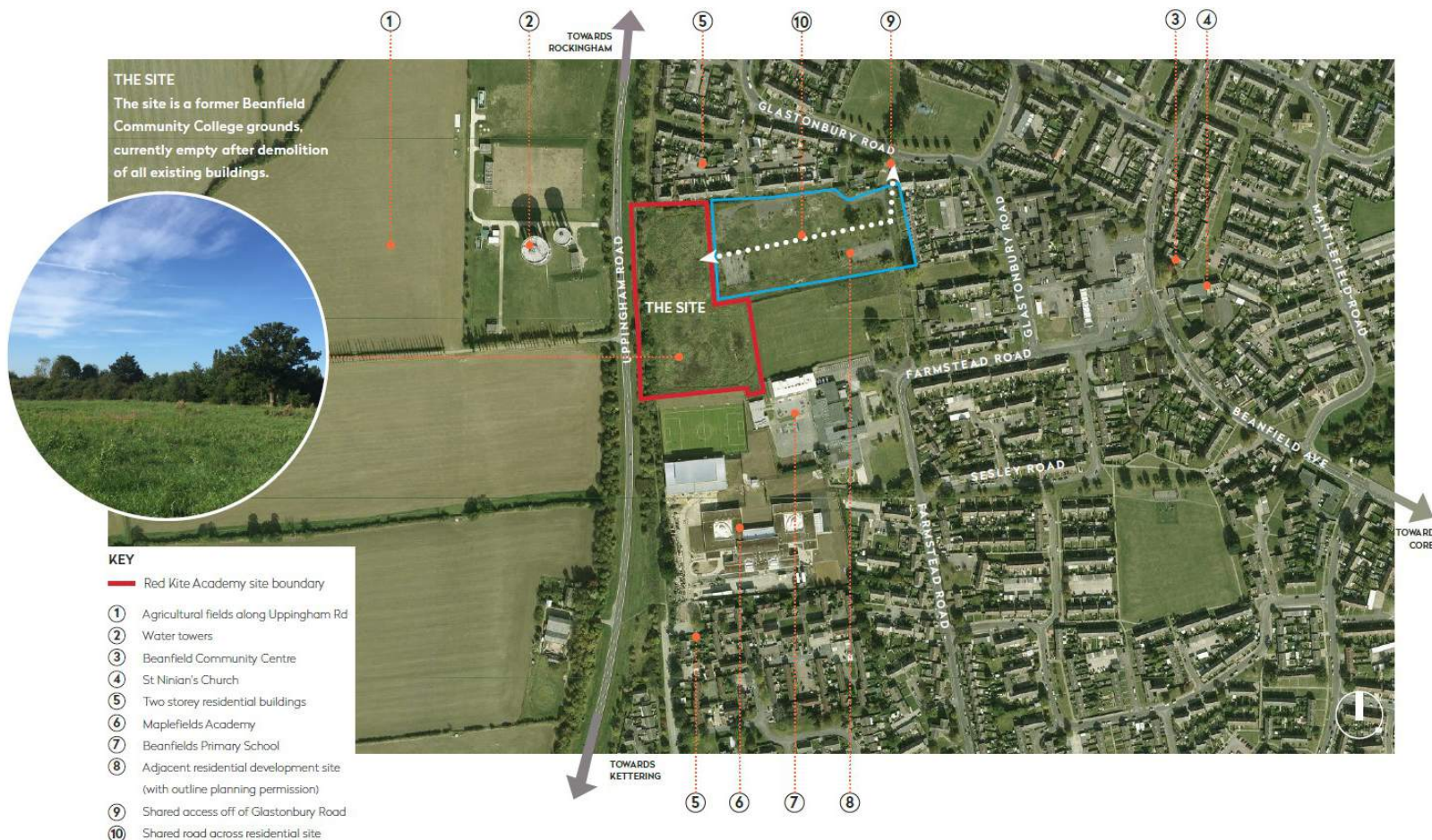
The application for Red Kite Academy has been approved by the Education Funding Agency, the funding arm of the Department of Education. The application was endorsed by Northamptonshire County Council, as it satisfies a current need for Special School places across Corby Borough.

The Academy will cater for 100 pupils aged 4 to 18 years, from across the local area, with a variety of special educational needs including: Severe Learning Difficulties (SLD), Profound & Multiple Learning Difficulties (PMLD), Autistic Spectrum Disorder (ASD) and Higher Function Autism (HFA), and as the Academy grows will allow for roughly 100 members of part and full-time staff.

WHERE WILL WE BE BASED?

Red Kite Academy will be located on the former Beanfields Secondary School site in the west of Corby, with its doors due to open for children in September 2018.

The site will hold a brand new purpose-built facility offering fantastic resources for the 100 children of the Academy.



Red Kite Academy will offer educational and therapeutic provision for children whose needs range across four categories of need:

- **Cognition and learning:** Children and young people with severe or profound and multiple learning difficulties – many of these children will have required a Special School placement from the outset of their School careers but some may be admitted having attended mainstream settings for some years. It is not envisaged that the School will provide for children with mild or moderate learning difficulties unless their learning difficulties relate to an autistic presentation, whereby anxiety, social or behavioural issues prevent them from integrating effectively in mainstream provision. Cognition and learning is the main area of the School's activity and the point of commonality for its students.
- **Communication and interaction:** Specifically this aspect of provision is directed at those children whose communication difficulties are related to medically defined conditions and where these difficulties are a facet of the child's learning disability (e.g. Autistic spectrum conditions, Cerebral palsy, global developmental delay / disability etc.). It is not proposed that the School will make provision for children whose only identified need is in relation to communication (e.g. phonological or articulatory difficulties).
- **Social, mental and emotional health:** As with communication and interaction, we will make provision for children's social, mental and emotional health as facets of their learning disability (but not children whose primary need is defined as SEMH). We recognise that the presence of a complex learning disability often gives rise to problems in these areas so the provision matrix of the School will include approaches to specifically overcome these concerns.
- **Sensory and or physical:** The School will offer provision for children with visual and hearing impairments, and within PMLD provision will also provide for children with multi-sensory impairment. The School will work with NHS therapists and chartered therapists to meet the needs of children with physical impairments as well as implementing sensory integration methodology across the age and condition range.

The children's needs may derive from congenital and syndromic conditions, global developmental delays and presentations across those conditions described as Pervasive Developmental Disorders (including Autism, Aspergers and Pathological Demand Avoidance). In some instances the cognition of the children may be equivalent to that of their chronological peers, but these children will have levels of anxiety



Proposed front (east) elevation

Not to scale

Who Are We?

- Maplefields Teaching School Alliance is led by the Special Schools in North Northamptonshire.
- The Alliance is dedicated to improving provision for children with special needs in our own Schools and in mainstream Schools in the area.
- We do this by offering training, leadership support and advice to all of our partner Schools.
- Most of our Schools have been graded outstanding over several inspections.
- In our Schools we cater for special educational needs across all levels and ages from Pre-School to 18 years old.



The Vision for Red Kite Academy:

- A local Special School to support families—families at the heart of our provision.
- An independent academy that is free to respond to its own community and growing within it.
- A Corby School for Corby children—no Corby children having to travel to School.
- A partner School within the network of Northamptonshire Special Schools.
- A specialist School that is ‘born outstanding’ using the experience and expertise of the existing partners.

The Need:

- Corby is the ‘growing-est’ town in the entire country and the demand for specialist placements is increasing at a great rate.
- For several years Corby families have been obliged to transport their children to Special Schools in Kettering and elsewhere.
- All of our Schools are already over-subscribed and admissions are being refused due to over-demand.
- We have campaigned with the authority for over 3 years to create this opportunity.

Our Pupils:

- **PMLD:** Children and young people with profound and multiple learning disabilities. This includes complex medical and physical conditions.
- **SLD:** Children and young people with severe learning difficulties.
- **ASD:** Children and young people with an autism diagnosis and a related learning disability.
- **HFA:** Children and young people with higher functioning autism who might previously have been successful at mainstream but whose anxieties and sensory needs have led to learning difficulties and delays.
- **Assessment:** In consultation with Northamptonshire County Council the School will offer provision and assessment placements for children who are being assessed for an EHC plan.

- All children with special educational needs in the north of Northamptonshire will attend an appropriate provision that requires travel time of less than one hour per day. This target goes some way to addressing the capacity problems currently being experienced while also impacting positively on the day-to-day lives of our families, a key tenet of our bid.
- Specialist SEN teaching will secure mean achievement for every pupil in line with an outstanding grading under the SEN progression guidance (i.e. more than two levels of progression in the key stage). With outstanding gradings for most of the partner Schools we can realistically expect that a similar standard of delivery will be achieved at the new School.
- Corby Free Special School will, within three years of its establishment, take responsibility for delivery of one of the major initiative strands in the Teaching School Alliance. Collaboration has driven this bid from the outset and we would wish for Corby Free Special School to quickly establish itself as an equal partner within the family of Northamptonshire Special Schools.
- 95% + positive feedback from parents in annual survey. Family-focus is central to the vision of the School and positive feedback from our main stakeholders is a key performance indicator by which to evaluate the effectiveness of our strategy.
- 100% of young people transitioning to their next phase from Corby Free Special School will access appropriate provision and be equipped with the learning and skills they need to succeed. We recognise that the School is a significant but temporary phase in the learning journeys of our children and young people and ultimately success or otherwise must be judged against the outcomes for our students.



Proposed ground floor plan

Not to scale

Job Title	Principal Designate
Salary	L18-L25
Closing Date	Monday 26th June 2017
Reporting To	Red Kite Academy Governing Body and Castle Hymel Academy Trust
Responsible For	Leadership and management of the School
Main purpose of the job	To provide leadership for the School which ensures high achievement and pupil well-being, support improvements in standards of learning and personal development over time, and ensures that the School meets all relevant statutory requirements.

Duties and Key Responsibilities

Leadership	<ul style="list-style-type: none"> • Be responsible for School operations day-to-day and be a designated safeguarding lead. • Model commitment to excellence in special education and champion LEARNING in every sphere of the School's activity. • Develop and ensure effective implementation of the School's strategic and operational plans (including the School Development Plan and School Self Evaluation Form, SEF). • Monitor appraise and report on the performance of the School to the Trust and relevant external bodies including DfE and EFA. • Provide leadership which identifies, promotes, encourages and rewards the highest standards of educational, behavioural and health practice at the School. • Support the School's Chair of Governors and Governing Body in executing their role, particularly in terms of supporting statutory compliance. • Recruit and lead the School's leadership and other staff to deliver plans effectively. • Develop the School's policies and processes for ratification by the Governing Body, maintaining compliance with all education and other relevant legislation and best practice guidance, with particular regard to safeguarding children and young people plus the Equalities Act 2010 and Children & Families Act 2014.
Learning Environment	<ul style="list-style-type: none"> • To create a School community in which every person is a learner and in which learning is seen as the ultimate and highest order. • Ensure that the individual needs, experience, interests and abilities of each pupil are met and provide the best environment to ensure that each pupil is learning according to their needs. • Ensure that attainment and achievement are systematically recorded, appraised and reported and used to plan individual objectives. • Ensure that all resources and facilities are aligned and deployed to secure optimal learning outcomes.
Educational Development	<ul style="list-style-type: none"> • Develop, monitor and report on the School Development Plan and the School Self-Evaluation Form. • Ensure pupil progress is tracked including at the levels of whole-school, relevant pupil subgroups and individual pupils. • Identify opportunities within the school for new developments and support a climate of appropriate creativity activity within the School and community. • Work in partnership with other Schools and specialist agencies and providers to deepen the expertise and enhance provision.

Pupil Welfare	<ul style="list-style-type: none"> • Ensure that the School meets its statutory and best practice guidance on obligations for safeguarding and promoting the welfare of all children and young people. • Ensure that the health and care needs of each pupil are assessed and met through effective systems and appropriately trained and qualified staff. • Monitor the welfare of pupils, preparing regular reports to the Governing Body, and, ensuring that appropriate communication and liaison exists with families and carers, education, health and social care organisations and other professionals involved in pupils' welfare. • Ensure that all staff and others working with pupils are properly appointed and monitored in accordance with School policies, conform to legal requirements from safeguarding procedures including Safer Recruitment, and receive induction training and support to meet the welfare needs of pupils. • Create and lead a School family support service to work in partnership with parents / carers to train, advise and enable families in guaranteeing the safety and well-being of the children.
Staff Leadership and Management	<ul style="list-style-type: none"> • Review the leadership structures in the School, making recommendations to the Governing Body as required. • Support opportunities for staff development and encourage innovation and imaginative solutions to staffing needs in the School. • Establish procedures to allow the efficient operational deployment of staff. • Together with the Trust, monitor staffing indicators and specific staff needs, respond to trends and changes in staff performance and ensure that staff welfare remains paramount for the School. • Ensure that succession planning in all areas of operation is embedded in the strategic planning of the School. Ensure the School makes a meaningful contribution to the future of the teaching profession.
Resource Management	<ul style="list-style-type: none"> • Develop, propose, manage, monitor and report on the School's income and expenditure budget. • Ensure School produces and annual report and accounts meet its statutory financial legal reporting requirements. • Ensure that the School's commissioning activities are carried out to meet the School's and statutory requirements and are best value. • Ensure the efficient use of financial resources, spending these against priorities agreed. • Ensure the school complies with all health and safety requirements. • Ensure effective management of the schools premises and compliance with statutory and School policy requirements. • With the School Business Manager and senior leaders, to identify funding streams and resource opportunities to augment the School's provision.
Stakeholder Management	<ul style="list-style-type: none"> • Develop and manage the School's communication and marketing plans with key stakeholders. • Ensure effective plans and resources are in place to empower pupils, families and carers to communicate their needs and views. • Act as the principal conduit of the relationship between the School and families of pupils, particularly at times of transition and other times of difficulty, as well as prospective families and pupils. • Support the appropriate professionals in the case of cared-for children. • Work strategically with Local Authorities and other commissioners to support the development of the school and organisation. • Create mechanisms and professional structures which will work collaboratively to secure optimal outcomes for children and families.

Admissions	<ul style="list-style-type: none"> • Working with the Commissioning Authorities to manage the process of admissions to the school, including support for Appeals in keeping with due process and all Admissions codes and law. • Manage all activities related to SEN and Tribunal appeals, including co-ordinating the School's response and representing the School at hearings, or deciding on representation.
Develop and manage a personal work programme	<ul style="list-style-type: none"> • Actively participate in the Academy's performance management processes including the performance management, competency and capability processes and the induction process. • Proactively maintain the knowledge, skills & networks needed to deliver their role. • Articulate and champion the School's core values and carry out all responsibilities with due regard to Safeguarding Children and Equality policies and procedures.
Pre-opening Phase	<ul style="list-style-type: none"> • Work with the Trust and Proposer team to recruit teaching and support staff. • Liaise with contractors and EFA/DfE including in terms of site and buildings development, ICT procurement and ongoing financial planning. • Participate in consultation and marketing activities involving commissioners, prospective parents and carers, pupils, community members, and other stakeholders. • Establish the profile of the School within the local community and media. • Take significant responsibility for the School's finances and lead on its financial planning for the future. • Develop pre-opening documentation including education planning and the SCR. • Assist fully with preparation for, and participation in, free School processes including pre-opening Ofsted visit and the DfE readiness to open meeting.



Principal Designate:
Person Specification

Key Criteria	Maybe, Maybe Not?	How Identified?
Knowledge / Qualifications:		
Qualified Teacher Status	Ya gotta have this!!	Application
Specialist SEN qualification and evidence of relevant professional development	The more the merrier	Application
National Professional Qualification for School Leadership (NPQH, NPQSL)	Well, good for you	Application
Already a school leader (at a high level)	It will give you a flying start	Application/Interview
Ready to be our big hitter in PMLD or SLD or ASD	WOW if you've got 'em all!!	Application
Grasp of the labyrinthine way in which local authorities manage SEN resources and meet needs of PMLD, SLD and ASD children	You are truly Gandalf	Application/Interview
Knowledge and commitment to the principles of evidence based practice in special education	We hope this is an assumed ...	Application/Interview
Experience:		
Experience of working with children with relevant special needs – <i>do you know our kids? Do you 'get' our kids?</i>	If not, why are you applying?	Application/Interview
Understanding and awareness of the needs, aspirations and concerns of families of children with PMLD, SLD or ASD – <i>Do you 'get' our families?</i>	Fundamental	Application/Interview
Experience of leading and managing multidisciplinary teams – <i>are you a therapy shepherd?</i>	Follow the leader, leader, leader – is that you?	Application/Interview
Monitoring and assessing performance – <i>do you know great teaching when you see it, and can let staff know</i>	If you can't lead by example, then stop reading	Application/Interview
Experience in working effectively with a range of school partners including parents, external professionals and local authorities <i>Do you play nicely with others?</i>	Ya gotta be a team player!	Application/Interview
Successful experience of curriculum development, planning— <i>do you know all the nuts and bolts</i>	You need this	Application/Interview
Designated Safeguarding Lead (DSL)?	Safely does it now	Application/Interview
Experience of partnership and multi-disciplinary working and creative solutions at a strategic level – <i>are you a real flier?</i>	You must be the wind beneath our wings	Application/Interview
Experience of managing a school budget or SLT responsibility for significant delegated element(s) – <i>neither Scrooge nor Gatsby</i>	The books have gotta balance	Application/Interview
Experience of working within the governance structure of academy, independent or NMSS special school – <i>sadly you've got to answer to somebody</i>	Because we're pretty unique, are you the perfect fit? #cinderellaslipper	Application/Interview

Key Criteria	Maybe, Maybe Not?	How Identified?
Skills & Attributes:		
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for children, young people and families	Getting better every day. Our children only deserve the very best	Application/Interview
An elegant mind with a sense of mischief	Essential, absolutely essential	Application/Interview
Able to relate and communicate with a range of different audiences— <i>could be a tough crowd</i>	You must have auditioned for Wicked	Application/Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy— <i>glass at least three quarter full</i>	No politician's allowed, you must be the real deal	Application/Interview
Able to inspire motivate and support pupils, parents and staff— <i>all aboard</i>	May the force be with you, and not only on May 4th	Application/Interview
Able to build and develop teams capable of achieving excellence in goals and objectives	Ain't no mountain high enough, ain't no river deep enough ...	Application/Interview
Financial and resource management skills	Did you always purchase Mayfair in Monopoly?	Application/Interview
Effective skills for leading and managing staff of the School and in building the capacity of the School team	Are we going to make it out of Jumanji together?	Application/Interview
Able to work effectively with staff colleagues, Governors and Trustees	We are all here for one thing, improving the lives of children.	Application/Interview



Red Kite Academy

Red Kite Academy
Corby
Northamptonshire

If you would like further information, or to arrange a School visit, please contact
Robert Cattermole at Academicis on:

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All applications are to be sent to Robert Cattermole no later than noon on Monday 26th June 2017.

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