

Believe in  
children



Barnardo's

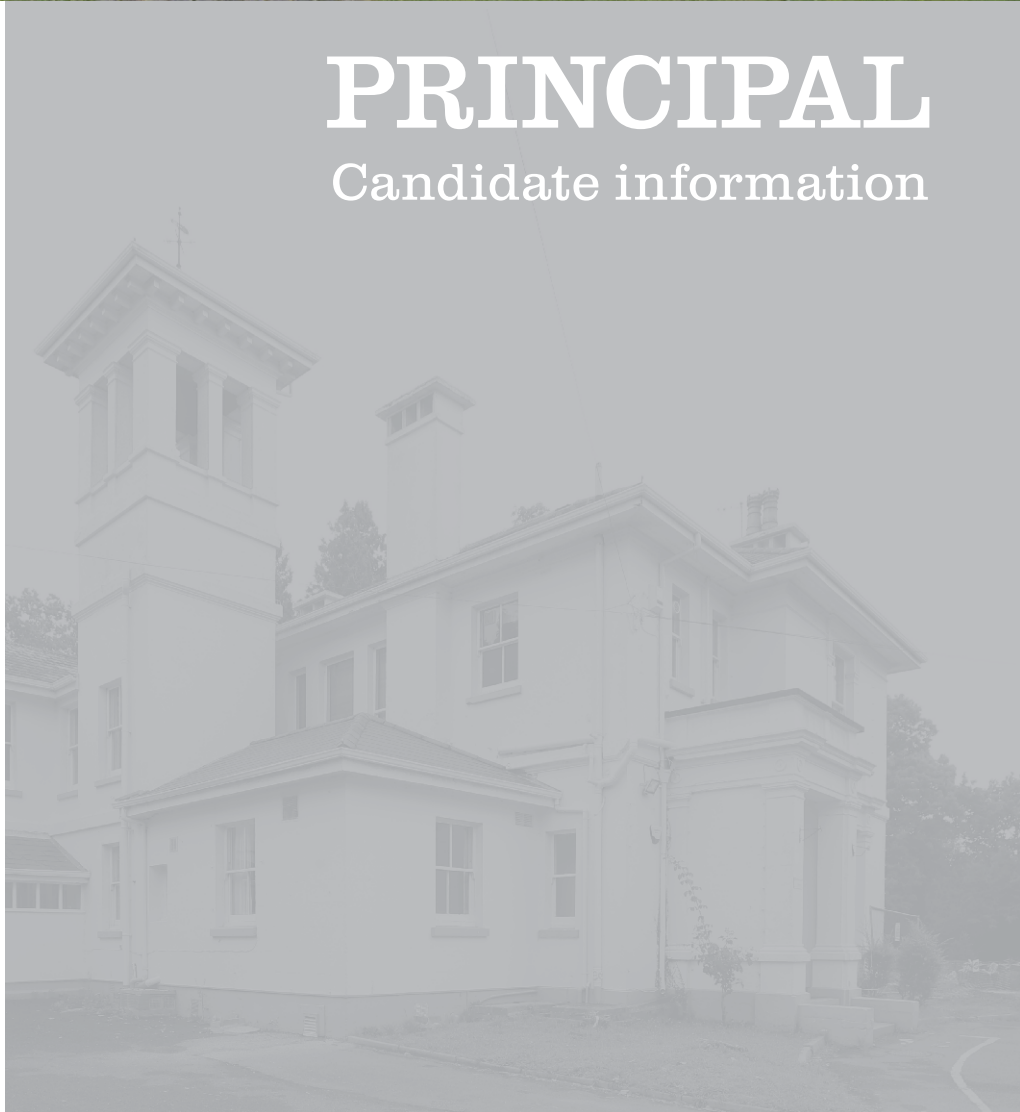
London, East and South East



# Meadows School

# PRINCIPAL

Candidate information





‘Working in partnership to promote a positive future’

# Welcome to Meadows School



Dear Prospective Candidate,

Thank you for your interest in the post of Principal at Meadows School.

The governors are seeking to appoint an outstanding Principal for April 2018.

We are extremely proud of Meadows with its OFSTED ratings of Outstanding for Care and Good for Education. The new Principal will have the opportunity to fine-tune the school's performance so as to achieve an outstanding rating for Education as well as Care.

The role of Principal at Meadows is a wide-ranging leadership role encompassing Education and Care, day and residential students, supporting young people with a variety of complex needs, enabling them to discover their strengths, grow confidence and become responsible members of the community. The role requires flexibility in meeting changing needs and provides scope for innovative solutions.

The key to Meadows' success has been a strong commitment on behalf of the school community to the school's values, working together for the well-being and growth of the students.

This pack gives a brief introduction to the post and the school. The website provides further insight into life at Meadows.

If you are interested in applying for this post, I strongly encourage you to visit Meadows and experience the school for yourself.

Please call our advising consultant Michael Watson on **020 3194 3473** or email **michael.watson@tes.com**. To book a school visit please call Emma Formby on **020 3194 3147**.

I look forward to receiving your completed application.

Yours sincerely

**Priscilla Hother**  
Chair of Governors  
Meadows School

## Bringing out the best

Meadows School is a non-maintained day and residential special school and is part of the Barnardo's Organisation. This co-educational school provides for young people between the ages of 7 and 19 years.

Each young person has a statement of Special Education Need or an Education, Health and Care Plan arising from social, emotional and mental health needs, communication difficulties and cognitive issues. The range of additional specific complex needs with which the school is working is broad and includes young people with Asperger's, higher functioning Autism, Oppositional Defiance Disorder (ODD) and attention Deficit (Hyperactivity) Disorder (AD(H)D), Dyslexia, Dyspraxia, Attachment Disorders, Speech and Language difficulties, Social Interaction difficulties, sensory impairment and mental health issues.

The Department for Education approves the school to provide residential and day education for a maximum of 80 students (male and female) in the curriculum range of 'Year 3' to 'Year 14'. The school is expanding and is requesting to increase to 90 students. The school admits pupils on 38-week placements. The school closes at weekends.

Meadows School is situated in the town of Southborough, between the historic towns of Tonbridge and Tunbridge Wells in Kent. Meadows 16+ (an off-site campus for 16-19 years) is situated 500 meters from the main School in the Southborough community.

The school promotes inclusion and aims to give each young person the opportunity to develop in such a way that when they leave school they will have the social skills to be a successful contributor to society.

## Aims

- To assist students in celebrating their ability, race, religion, colour, culture, gender, family network and community for life in a diverse society.
- To provide a broad, balanced and differentiated curriculum to include the National Curriculum; which encourages every student to acquire high standards of knowledge, skills and understanding relevant to adult life and the worlds of work and leisure.
- To encourage each student to develop to their true potential.
- To develop self-esteem and good personal image yet be sensitive to the needs of others.
- To help each student to become happy, independent, caring people, capable of making a contribution to both society and the community.

## Education Programme

Our aim is to create opportunities for pupils to be effective, responsible and successful in developing a positive self-image. The individual is highly valued at Meadows School. The curriculum at Meadows School will promote the intellectual, personal, social and physical development of all our students. It based on elements of the National Curriculum, Personal, Social, Health and Moral Education and Spiritual and Cultural opportunities including the promotion of British Values as well as cross-curricular themes and key life skills. The school calendar is divided in to themes to promote key issues in the students' social, moral, spiritual and cultural education. Lessons, homework, assemblies and whole school events are linked to these themes.

The curriculum has been designed into two separate pathways. From key stage 2 until year 8, students will follow the 'Foundation Curriculum'. From Years 9 – 14, students will follow the 'Core' or 'Extended curriculum'.

- **Foundation curriculum:** To ensure that students at Meadows are able to fill any gaps they may have in their knowledge, students will follow a curriculum that is closely linked to the Primary National Curriculum. The aim is to ensure they have a secure knowledge of 'foundation' skills in literacy, numeracy and other subjects to enable them to build upon from year 9 upwards and achieve accredited outcomes.
- **Core or Extended curriculum:** Students from year 9 will follow, depending on the subject, a core or extended curriculum pathway. A core curriculum will offer accredited outcomes at a more entry level and/or vocational level, for example, Entry-level certificates, unit awards, Level 1 qualifications and foundation tiered GCSEs. Whereas, the extended curriculum will offer accredited outcomes at a higher level, for example, higher tiered GCSEs, Level 2 qualifications and AS level. This enables all students to achieve and to work towards mastery of their curriculum.
- Throughout the school, there is a robust programme of Careers education, and extensive links with local colleges and work experience placements.
- At 16+, students have bespoke study programmes usually incorporating a full or part-time further education college course, which meets their individual needs and aspiration. A range of BTec courses are also pursued.



### Working in Partnership

The success at Meadows School is built upon the positive relationships between all participants. The school encourages active partnership with students, parents, carers, local authority providers, staff, therapeutic team and Governors and endeavours to involve all stakeholders in the important decisions throughout the school.

### Staff

As well as ensuring students get a broad and stimulating curriculum, with excellent levels of care, our trained, committed and highly experienced staff provide emotional and practical support to students and their parents/carers.

All Residential Project Work (RPW) staff are qualified to at least NVQ Level 3 in Health & Social Care or equivalent. Other qualifications currently held include NVQ Level 4 in Care/Management, Registered Managers Awards, Diplomas in Social Work and C.S.S.

All staff who work directly with students are trained to deliver 'Therapeutic Crisis Intervention' (a behaviour and intervention management system) which is a significant aspect of the school culture. Friday afternoons are used for regular whole school training and CPD is a priority and highly valued.

### Well-Being Services

Meadows implements a whole school approach to emotional wellbeing. Targeted support can be provided by Clinical Psychology, Speech and Language Therapy, Individual Counselling, Emotional Literacy Group, and a Cognitive-Behavioural Group for Understanding Emotions and Social Skills. The well-being team aim to develop staff skills by providing consultations, training and feeding into the curriculum. We liaise with parents and external agencies and monitor student wellbeing. The well-being services are integral in the school, embedded in its culture and valued by the Senior Leadership Team. We are research partners with Canterbury Christ Church University and have contributed to recent research about Resilience in Schools.

### Parents and Carers

At Meadows, we work as a team, and a vital part of this team are the parents and carers. It is important that we have their trust and confidence. Staff are encouraged to make regular contact to develop mutually respectful relationships.

Working alongside the Education staff all students will have a named keyworker who will provide personal support to students and their families to aid communication, support transition and assist in the development of personal, social and decision-making skills.



### Facilities

Meadows School is a fantastic purpose-built campus set in 19 acres of land comprising of:

- A 3 class primary school (Yrs3-7)
- Main School (Yrs8-11) which has classroom bases and specific facilities for Design and Technology, Food Technology, Art, Science, IT, Music & Drama centre, Horticulture, construction skills, a large gym block and outdoor pitch therapeutic 'hub'
- 2 separate residential units. One is on-site and can accommodate up to 10 boys and the other, which can accommodate up to 10 girls is located off-site in the local community. There is a large gym block and outdoor pitch
- Meadows School has a separate 16+ provision also located in the community which can provide education for up to 20 students between 16 and 19 – students access local colleges
- All classrooms are equipped with interactive whiteboards and projectors and Wi-Fi is accessible across the school campus.

## Job description

<b>JOB TITLE</b>	Principal
<b>REPORTS TO</b>	The Assistant Director of Children's Services (ADCS)
<b>RESPONSIBLE</b>	For all staff employed at Meadows
<b>LOCATION</b>	Tunbridge Wells, Kent
<b>REGION</b>	South East and Anglia (SEA)



### Purpose

To lead and manage within an agreed strategic framework the school, together with the residential services so that the school is effective, self-managing, self-evaluating and self-improving, and with high achieving pupils and staff. The Principal is accountable and responsible to the Assistant Director of Children's Services (SEA) and also the Governing Body of the school.

### 1. School aims and objectives

Define the aims and objectives of the school, setting these out in a fully costed School Development Plan produced in consultation and agreement with staff and the Governing Body. The Development Plan needs to reflect both national statutory requirements and the Authority's policies, and be focussed on improving educational outcomes and ensuring best value for money.

### 2. Resource management

Manage and control the school and its internal organisation, including the residential unit and the effective use of all resources, and the deployment of teaching and support staff. To be responsible for financial management which includes integration of financial planning and strategic and curriculum planning; implementation and maintenance of secure procedures, systems, and adherence to all organisational financial standards and regulations.

### 3. Curriculum development

- Develop a curriculum, within the context of statutory requirements, appropriate to the abilities, aptitudes and special educational needs of the pupils. Deliver this curriculum effectively with high standards and expectations to maximise pupil achievement and minimise all forms of educational disadvantage within a purposeful working environment.
- To ensure the spiritual, moral, social, emotional and cultural needs of pupils in attendance at the school is promoted in line with DfE requirements.
- To implement and develop the whole curriculum agreed with the governing body.
- To develop, monitor, evaluate and improve the quality of teaching all pupils.
- To ensure achievement is maintained and improved and that appropriate and motivating targets are set for individual pupils and the school.
- To develop evidence based practice, which addresses a range of barriers to learning, with a specific emphasis on severe barriers to learning.

### 4. Discipline

Develop and implement a whole school behaviour plan in line with Barnardo's Care and Control policy. This involves:

- taking measures to ensure the pupils have self-discipline and proper regard for authority;
- encouraging good behaviour on the part of the pupils;
- ensuring that the standard of behaviour of the pupils is acceptable and otherwise regulating the
- conduct of the pupils;
- making such measures generally known within the school; and
- ensuring that they are implemented.

### 5. Record keeping/ Management

- To supervise and ensure effective recording systems in all areas of the school.
- To ensure recording standards comply with Barnardo's Recording Policy and National Standards.
- To maintain records in line with the Data Protection Act.

### Drive us forward

Our incumbent Principal is retiring in April, 2018, which provides the opportunity for significant information sharing one-term with the post holder'.

As our new Principal, you will maintain our excellent standards and take us to 'outstanding'. A confident leader, who will thrive on responsibility and challenge and communicate our good work to external partners and be able to market the school effectively. We have an excellent reputation and want to promote the school's and organisation's successes, values and ethos.

Due to the self-funding nature of the school, you will need sound financial and strategic management experience to review business practices, generate new streams of revenue and maintain a steady level of occupancy.

# Job description (cont...)

## 6. Management of staff

- Ensure the effective deployment and management of all teaching and non-teaching staff of the school, allocating particular duties to them in line with their conditions of employment.
- Ensure appropriate delegation of duties to key roles including the Head of Education (Deputy Principal) and the Head of Care (Deputy Principal).
- Ensure effective supervision and appraisal systems are in operation across the school in line with Barnardo's policies and in accordance with regulations made under Section 49 of the Education Act 1986.
- Ensure that staff are managed in accordance with relevant performance competency and capability procedures.
- Ensure the assessment system for threshold payments is implemented in line with Dfe guidance and Barnardo's agreed procedures.
- To facilitate and support teaching and learning through maintenance and development of a high quality physical and learning environment.
- To ensure staff are aware of the priority of pupil safeguarding and that training and school procedures reflect this importance.
- Through professional development, to ensure all staff understand the mission and ethos of the school, its current aims and objectives and their role.

## 7. The Governing Body

- Assist, advise and work with the Governing Body on all aspects of the school. Present a written report to each full and formal meeting and share any relevant inspection and evaluation reports with the group.
- With governing body and other key stakeholders, to develop an agreed strategic plan for the school that includes short, medium and long term targets and which is based upon secure and robust financial/resources planning.
- To work in line with Barnardo's corporate strategy.

## 8. Absence

In the absence of the Principal, ensure that the Head of Education assumes responsibility for the school – in her/his absence, this responsibility is delegated to the Head of Care.

## 9. Interpersonal Skills

To develop a flexible leadership and management style that is consistent with the ethos and culture of the school.

## 10. Policy and procedure

Ensure that all relevant Barnardo's policies and procedures are implemented at the school.

This Job Description and Person Specification reflect the duties of the post as they exist at this time. The post-holder may be required to undertake other duties commensurate with the salary and competence requirements of this post from time to time as required.

## 11. Basis and Values and Equality of Opportunity

- Undertake all duties within a framework of promoting equality of opportunity in line with Barnardo's Basis and Values.
- Ensure that there is a whole school approach and that all staff and volunteers understand and take personal responsibility for ensuring the promotion and implementation of the Basis and Values and Equality of Opportunity.
- Is proactive in promoting equality and diversity matters; monitoring compliance to legislation, policy and practice in all aspects of the Locality's operations and encouraging full engagement on such issues by staff, workers and volunteers.

## 12. Other duties

- Develop and implement a marketing strategy for the school in consultation with the ADCS and the Governing Body.
- Participate, where relevant and in the best interest of the school, in raising the public profile of the work of the school and Barnardo's through publicity, speeches, conferences and events.
- Fully participate in individual supervision, appraisal and training offered by Barnardo's to ensure accountability, responsibility, professional development and support.
- Carry out any other reasonable duties that may be required from time to time.
- Undertake on-call duties on average two nights per week.

# Person profile

CRITERIA / REQUIREMENT	E = ESSENTIAL	D = DESIRABLE	METHOD OF ASSESSMENT
<b>1. QUALIFICATIONS / EDUCATION / KNOWLEDGE</b>			
a) Qualified Teacher Status.	E		Application
b) Relevant and recent inset.	E		Application
c) Evidence of recent extended study and/or continuous professional development in leadership and management in schools.	E		Application
d) NPQH	D		Application
e) Knowledge and understanding of safeguarding and child protection policy and practice.	E		Interview
<b>2. EXPERIENCE AND ACHIEVEMENTS</b>			
a) Successful track record of headship.	E		Application and interview
b) Experience of working within a school with residential provision.	D		Application
c) Substantial experience of working within special education.	E		Application
d) Experience of using comparative data, together with information about pupils' prior attainment, to establish benchmarks, set and monitor targets for improvement.	E		Interview and assessment
e) Experience of the requirements and models for the curriculum and its assessment and strategies to achieve effective teaching and learning, including literacy, numeracy, and information technology.	E		Interview
f) Experience of working within a range of policies which are relevant to school management.	E		Interview
g) Resource and development planning, including budget management and efficient and effective deployment of staff and resources.	E		Interview
h) Experience of performance management, supervision, appraisal of staff and their continuing professional development.	E		Interview
i) Successful involvement in school self-evaluation process as an aid in institutional improvement, development and change.	E		Interview
<b>3. ABILITIES, SKILLS AND ATTRIBUTES</b>			
a) Leadership skills – the ability to lead, manage and challenge people to work towards common goals and to work effectively with the Governing Body and Barnardo's corporate structures.	E		Interview and assessment
b) Decision-making skills – the ability to investigate, solve problems and make decisions.	E		Interview and assessment
c) Communication skills – the ability to use a range of data to communicate, being able to make views known and understand views of others.	E		Interview and assessment
d) Understanding of the external market in special education and the ability to market and promote the school to local authorities and potential funders.	E		Interview and assessment
e) Self-management – the ability to plan time effectively and to organise oneself well, including the ability to finish tasks and progress change.	E		Interview and assessment
f) ICT and management skills.	E		Interview
g) Ability to account for the efficiency and effectiveness of the school to the ADCS, the Governing Body and other stakeholders.	E		Interview
h) Ability to act as a leader who empowers and enthuses all connected with the school to contribute, participate and develop leadership and management.	E		Interview
i) Ability to implement and work within current legislation and regulatory frameworks relevant to the school.	E		Interview
j) Ability to manage and lead change and innovation in seeking high performance.	E		Interview and assessment
k) Ability to give staff clear, consistent direction on the effective behaviour management of pupils.	E		Interview
l) The development of a learning environment that recognises the importance of emotional development, citizenship and cultural diversity.	E		Interview
m) Ability to articulate the vision and values that make Meadows unique, and ensure that both vision and values are translated consistently by leadership and management to ensure justice and the highest levels of achievement and personal development.	E		Interview and assessment
n) Ability to interact positively with young people whilst maintaining and establishing appropriate boundaries.	E		Assessment
<b>4. BASIS, VALUES AND EQUAL OPPORTUNITIES</b>			
a) Ability to actively work to implement Barnardo's Basis and Values.	E		Interview
b) Ability to effectively implement the school's plan in relation to Equal Opportunities, with a specific emphasis on developing services relevant to black and minority ethnic pupils and their communities, and to maintain this through Barnardo's core standards.	E		Interview
<b>5. PERSONAL QUALITIES – CHARACTERISTICS, STYLES, INTEREST AND ATTITUDES</b>			
a) Ability to be calm and proactive in a crisis, giving clear and consistent leadership.	E		Interview
b) Ability to maintain self when working under pressure.	E		Interview
c) To demonstrate energy, vigour, perseverance, enthusiasm, integrity and commitment.	E		Interview
d) To be available for on-call duties on average two nights weekly.	E		Application form and interview
e) To live within reasonable travelling distance of the school in order to undertake on call.	E		Application form



## KEY SCHOOL FACTS AND STATISTICS

Type of School	Non-maintained SEMH school
Age range	7-19
Location	Southborough, Kent
Denomination	N/A
Co-educational	Yes
Budget	£4m
Number of students	80 (requesting increase to 90)
Number of boarders	20 (max)
Average class size	6-8
Absence days	2.18%
School Awards	Healthy Schools Basic Skills Quality mark Investors in Careers International Schools
Number of staff	87 (74.2 FTE)
Number of teaching staff	24
Teacher turnover rate	Low
% of newly qualified teachers	None
Entry level attainment	Generally below average
% of children on free school meals	All students provided with lunch
% SEN in the school	All pupils are statemented/EHCP
% English as additional language	2 pupils



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