

# Meadows School



**Meadows School**  
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# PRINCIPAL

## Candidate information

### 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 or September 2019.

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 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. To book a school visit please call Rachel Hyden on 01892 529144. Email: [rachel.hyden@barnardos.org.uk](mailto:rachel.hyden@barnardos.org.uk).

I look forward to receiving your completed application.

Yours sincerely

Priscilla Hother

Chair of Governors

## 'Working in partnership to promote a positive future'

### 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 an Education, Health and Care Plan arising from social, emotional and mental health needs, communication difficulties and cognitive issues, and a statement of Special Education Need. 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 90 students (male and female) in the curriculum range of 'Year 3' to 'Year 14'. 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+ sited on the main campus and there is a newly opened primary school – Meadows Junior School located in the Ravensdale campus in Tunbridge Wells. 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 students 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 is 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 into 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 stakeholders. 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, Occupational Therapy, Emotional Literacy Group, and a Cognitive Behavioural Group for Understanding Emotions and Social Skills. The wellbeing 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 wellbeing 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:

- 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 and a therapeutic 'hub'
- Two 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 on the main campus 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.
- An offsite new primary provision in Tunbridge Wells.



## Drive us forward

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.

## 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	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