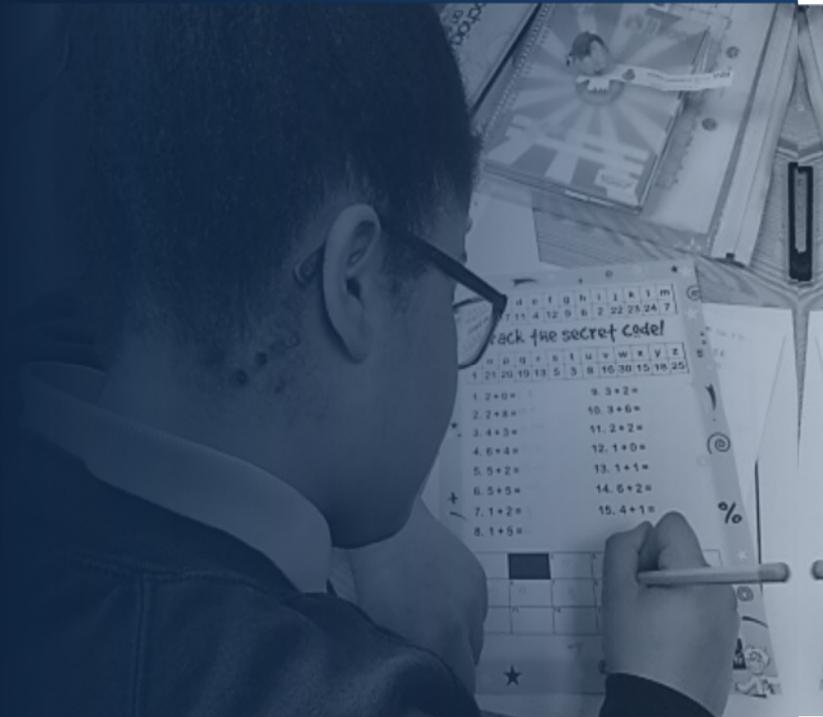




Meadow High School



DEPUTY HEADTEACHER
Candidate Information Pack

*Achieving
together*



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WELCOME

from the Headteacher & Chair of Governors

Dear Candidate,

On behalf of the Governing body, we would like to welcome you to Meadow High School and thank you for your interest in the school and the opportunity to become our next Deputy Headteacher.

This information pack will give you some key information about the school, an overview of the exciting plans for the new buildings, insight on the values and culture of the school as well as setting out what we are looking for in our next Deputy Headteacher.

Meadow High School is one of the largest special schools in the UK with a student admissions capacity of 235. However, we pride ourselves on being a welcoming and friendly school which values the abilities and voice of every student, staff member and parent/carer.

We are an Ofsted Good school ready to move to (and keep) Outstanding status, our students achieve exceptional results in national examinations and accreditations as a result of the high expectations we hold for them and the commitment and good practice of our staff team.

We have recently appointed a new Headteacher after the retirement of the previous incumbent. We are now looking to appoint a dynamic, inspirational and committed Deputy Headteacher to build upon the school's successes and drive it forward in its future development and growth.

Our website has lots more information about the school so please take a look: www.meadowhighschool.org

You are very welcome and encouraged to visit the school, it will be informative and rewarding. Please contact Mrs Michaela Manning (Office Manager and Heads PA) at mmanning@meadowhighschool.org or by telephone: 01895 443310.

After discovering our school for yourself, we hope you will see it as your next exciting career opportunity and we very much look forward to meeting with you should you decide to apply.

With kind regards,



Mrs Jenny Rigby
Headteacher



Mr Richard Burton
Chair of Governors



I like big school.

I was really
worried about
moving to
secondary
school but it's

awesome.



Year 7 Student

ABOUT

Meadow High School

Meadow High School is a school for students with complex to moderate learning difficulties and / or autism. Situated just inside the western section of the M25 in the London Borough of Hillingdon, virtually opposite Hillingdon Hospital. There are extensive motorway links (M4, M3, M25 and A/M40), with easy access to Heathrow airport and central London.

The school was originally built in 1966 as part of the London Borough of Hillingdon's SEN provision and was, at that time, an all age school.

In 1996 it became a secondary age school and in recent years has extended its provision to allow placements from 11 – 19 years. These are organised into three styles of teaching delivery; the class based, plus and secondary model.

The school caters for up to 235 students, all of whom have a statement of special educational needs or an education healthcare plan.

We deliver a high-quality education from a committed and dedicated staff team, supported by a multi-disciplinary team providing a range of therapies.

Over the past decade, Ofsted have consistently graded

Meadow as a Good school with Outstanding features. The school holds a number of national awards including the SEN Specialist Schools Award and the International School Award.

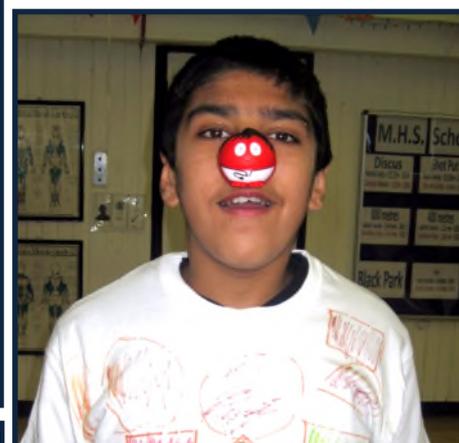
Meadow students engage in a wide range of extra-curricular activities including local, national and international educational trips, which add significant value to their educational experience and individual development.



There's something about the walls here that make you feel safe and happy. I'll really miss being here, it's been great.



6th Form Student



VISION & AIMS

of Meadow High School

OUR VISION

OUR SCHOOL WILL PROVIDE
A HAPPY, SAFE AND
STIMULATING LEARNING
ENVIRONMENT, WHERE
EVERYONE WILL BE INSPIRED
AND SUPPORTED TO BE
THEIR PERSONAL BEST.

Our aim is that all children and young people at Meadow High School are entitled to a high quality education that meets their needs, promotes high standards and helps them reach their potential.

WE PROMISE TO:

- have high aspirations and expectations for all our students
- ensure that individuals achieve their personal best
- encourage independence, life skills, self-confidence and positive self esteem
- help our pupils to become confident individuals living fulfilling lives
- support our pupils to make a successful transition into adulthood, be this employment, further education or training
- be inclusive and value truth, diversity and mutual respect
- have effective communication with all parents/carers and other partners

OUR AWARDS

and Achievements

We are proud to have achieved the following awards and accreditations in recognition of our work



"It is clear that you have a strong focus on preparing your students for life beyond school and that you use your international links to support this. You also put a lot of emphasis on staff collaboration and training and use your links effectively in order to do so." **British Council Assessor (Report Extract)**



"The school has developed a truly unique learning environment for the learners. All teaching and support staff work hard to provide an inspirational school by providing individualised learning programmes, motivational and engaging displays and a huge range of extracurricular activities and educational visits. Both teaching staff and members of the teaching support team spoke highly of the opportunities offered to them together with regular updates to existing training models." **IQM Assessor (Report Extract)**

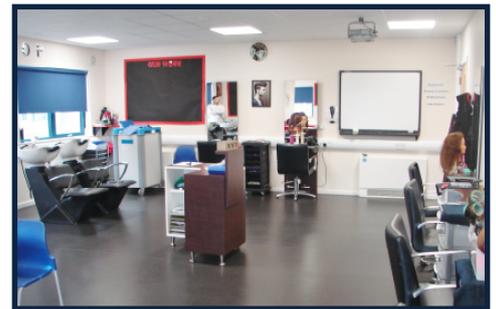
NEW BUILD

& School Site Development



Like many schools, Meadow has steadily outgrown its buildings as the student and staff population has grown. Our original buildings go back to 1966 with a technology wing added in 1996, a library in 2008 and a new sixth form block in 2013.

Add in to that the changing needs of our students, the development of the curriculum and facilities to meet those needs, we now have an eclectic mix of buildings on site. However, that is about to change.



Under the Priority Schools Building Programme (PSBP2) the school and the local authority successfully secured funding for a significant new building on the site to replace the 1966 block and to refurbish the 1996 block too.

The ESFA will be managing this process on behalf of the school and the required professional team are already in place.

As the new Deputy Headteacher you will be involved in the build process, most significantly in ensuring the continued effective management of the school through this period of change.



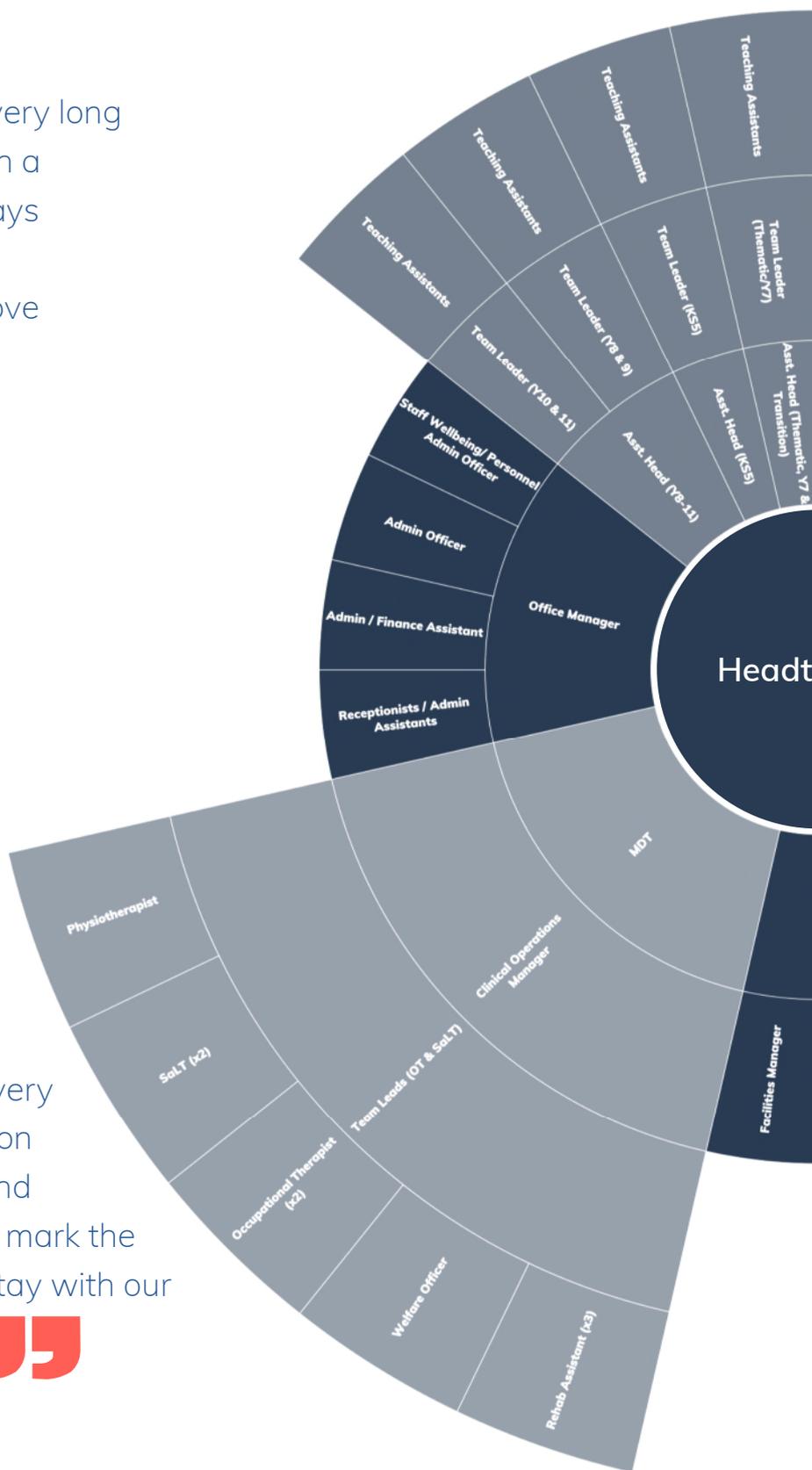
THE STAFF

of Meadow High School



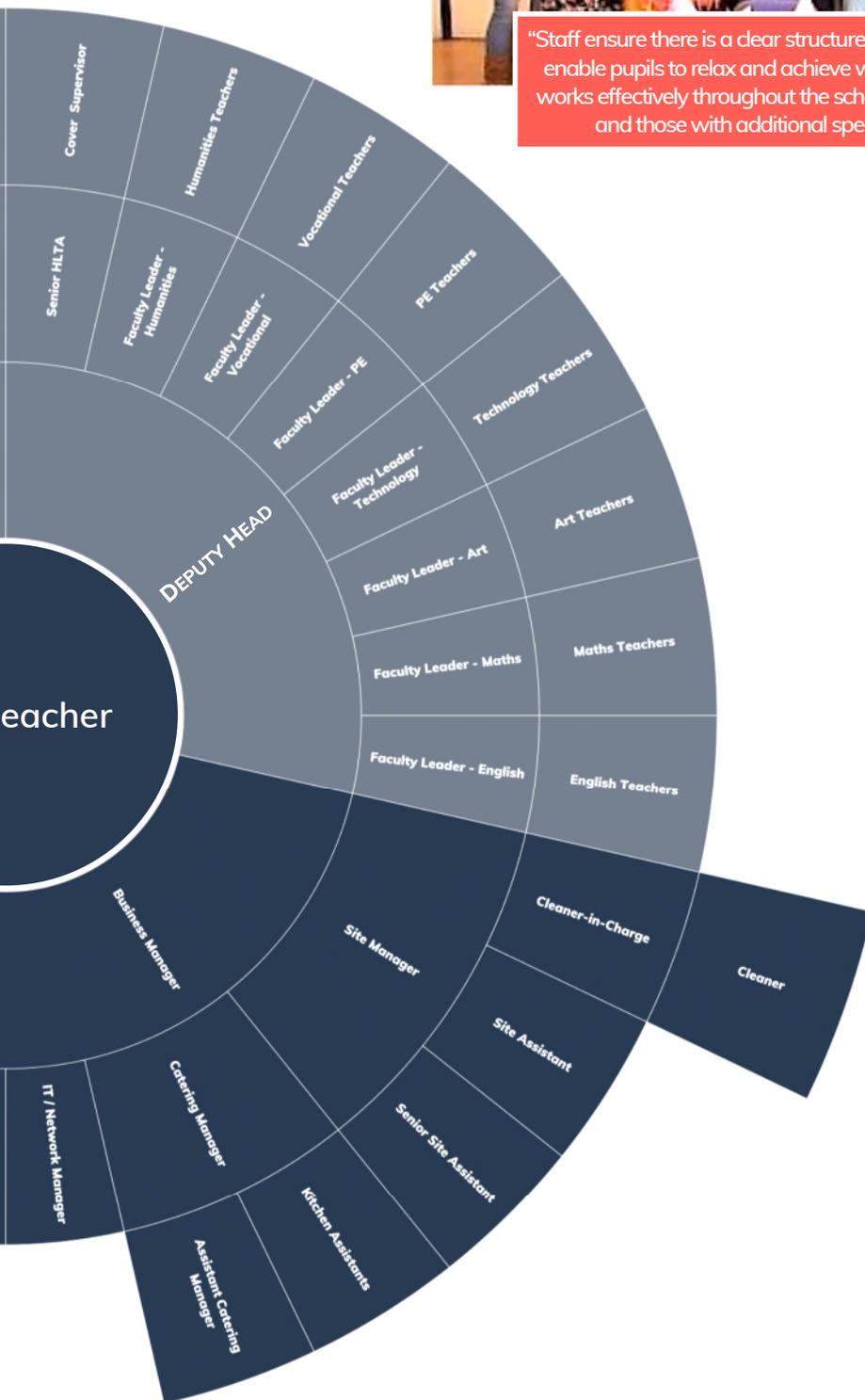
I have been at Meadow for a very long time. I never intended to stay in a special needs school and always thought I would go back into mainstream, but I absolutely love my job. I love what I do and I especially love seeing the students develop over the years. There is a community feel at Meadow where everyone helps, supporting one another, however they can. We run so many fundraising events and themed weeks which create so many happy memories for our students. The most recent one was Meadow's 50th Birthday where we invited royalty and VIPs in our local area. We received replies to every letter we sent and Boris Johnson [MP] accepted our invitation and opened our sensory garden to mark the occasion. Memories that will stay with our students (and staff) forever.

Subject Teacher





“Staff ensure there is a clear structure to their lessons and through skilful questioning enable pupils to relax and achieve well. The ‘multi-disciplinary team’ of therapists works effectively throughout the school. As a result, pupils from all different groups and those with additional special needs achieve well”. **Ofsted 2013**



I really enjoy working here. The students are lovely and staff are so helpful and friendly. I feel like a valued member of a great team.



Teaching Assistant



DEPUTY HEADTEACHER

Job Description

Core Purpose To be Head of Education, and to assist the Headteacher in the leadership and management of the school.

Responsible to The Headteacher

The Deputy Headteacher will have a considerably reduced timetable.

Key Responsibilities The Deputy Headteacher, working in partnership with the Headteacher, will develop a strategic view of the school in both its local community, the Local Authority and nationally and plan for its future needs and further development.

- Work alongside the Headteacher, Governors and staff to develop a robust and evaluative programme of School Self Evaluation
- Work alongside the Headteacher, Governors and staff to develop rigorous and sustainable School Development Planning
- Identify needs and lead initiatives from the School Development Plan across the school
- Take a lead role in curriculum development across the school and be responsible for its quality and effectiveness
- Take a lead role in developing strategies for improving progress and achievement across the whole school
- Take responsibility for promoting the welfare and safeguarding of students within the school, and ensuring all staff and volunteers share this commitment
- Keep up to date with current initiatives and outstanding practice disseminating this information where appropriate.

They will also:

- Lead by example, providing inspiration and motivation for the students, staff, Governors and parents
- Support the vision, purpose and leadership of the school
- Create an ethos and provide an educational vision and direction which secures effective teaching, successful learning and achievement by students
- Sustain improvement in pupils' spiritual, moral, cultural, mental and physical development
- Secure the commitment of parents and the wider community to the vision and direction of the school.

Specific Professional Duties

The Deputy Headteacher is to be an exemplary practitioner, promoter and developer of the school's ethos and policies, Deputise for the Headteacher, support the Headteacher, provide the Headteacher with appropriate challenge and opportunities for reflection and be a unifying force. This will include:

- Management of the Educational Calendar
- Management of Annual Reviews
- Monitoring the welfare and attendance of pupils and staff
- Management of pupil and staff entitlement in relation to the timetable
- Monitoring of the timetable construction and deployment
- Monitoring of communication with parents
- Shared responsibility as a Deputy Designated Safeguarding Lead
- Monitoring of teaching and learning standards
- Shared responsibility for Performance Management
- Monitoring of Restrictive Physical Interventions
- Monitoring of the curriculum matrix
- Monitoring of the School Development Plan
- Management of Teacher recruitment and induction
- Monitoring of the Staff Handbook
- Management of Initial Teacher Trainees and Mentors
- Monitor the effectiveness and deployment of Teaching Assistants
- Management of Teacher Recruitment.

Teaching and Learning

The Deputy Headteacher, working with the Headteacher, will secure and sustain effective teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of students achievement and use benchmarks and set targets for improvement.

- Create and maintain an environment which promotes and secures good teaching, effective learning, high standards of achievement and exemplary behaviour and discipline
- Enable teachers to meet the standards set out in the professional development framework
- Consult with Assistant Heads and Faculty Leaders to determine, organise and implement the curriculum and assessment and monitoring arrangements
- Create and maintain an effective partnership with parents to support and improve student achievement and personal development
- Lead, monitor and evaluate developments of the curriculum, promoting good practice and providing guidance and support to Faculty and Subject leaders
- Support the Headteacher to deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan, within a sound financial context and to improve the quality of education provided
- Recruit staff of the highest quality
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum
- Promote and lead in the development and implementation of school policies, particularly those related to teaching and learning
- Be an exemplary teacher, graded outstanding in the main, during lesson observations
- Support other colleagues in the delivery of high quality learning experiences.

Behaviour Management The Deputy Headteacher will lead, motivate, support, challenge and develop staff to secure improvement. They will work with the Headteacher to:

- Maximise the contribution of staff to improve the quality of education provided and standards achieved, and ensure the constructive working relationships are formed between staff and students
- Motivate and enable all staff in the school to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs
- Lead professional development of staff through example; support and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate
- Understand the expectations of others, including subject leaders and ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction
- Sustain their own motivation and that of other staff
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service to Teachers.

Visual Leadership The Deputy Headteacher has a particular responsibility in supporting the Headteacher in providing visible leadership. They will foster relationships within the school community to promote better understanding and appreciation of respective roles, relationships and responsibilities. As a member of the Senior Leadership Team the Deputy Headteacher will:

- Be able and prepared to discuss with and present to the Headteacher, both formally and informally, matters of curriculum, organisation and administration; bring to the discussions matters of staff concern and take back to staff matters of policy and planning which need to be disseminated
- Assist in ensuring the wellbeing of both teaching and non-teaching staff
- Lead and assist the SLT in the professional development of teaching and non-teaching staff through the frameworks for appraisal
- Promote good practice in all spheres of school life (both inside and outside the classroom)
- Ensure that teaching staff, supply teachers and students are aware of and adhere to school policy and organisation
- Maintain effective relationships and channels of communication between school, home and external agencies
- Establish and maintain effective working relationships with Governors, attending meetings of the Governing Body as an associate member.

Administration and Day-to-Day Organisation It is necessary for the Deputy Headteacher to have a working knowledge of all aspects of school administration, as well as delegated responsibility for those agreed with the Headteacher. They will therefore:

- Deputise for the Headteacher when they are not in the school or are unavailable
- Ensure the smooth day to day running of the school by facilitating the effective functioning through proactive identification and resolution of problems or issues

- Provide information, objective advice and support to the Headteacher concerned with securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money
 - Develop an organisation in which all staff recognise that they are accountable for the success of the school
 - Support the presentation of a coherent account of the school's performance in a form appropriate to a range of audiences, including Governors, the LEA, the local community, Ofsted, and others, to enable them to play their part effectively
 - In partnership with the Headteacher, ensure that parents and students are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieve the school's targets for improvement
 - Contribute to the life of the school in ways agreed with the Headteacher, in order to enhance the educational opportunities for all children, and to create a happy, well-organised and stimulating environment. This will include supporting as a member of staff social and fundraising events, in order to foster and develop good relationships with the wider school community.
-

The job description will be reviewed and agreed annually by the Headteacher, Deputy Headteacher and members of The Governing Body.

Meadow High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment procedures.

DEPUTY HEADTEACHER

Person Specification

		E	D
Qualifications and Training	Qualified Teacher Status	✓	
	Degree or equivalent	✓	
	National Professional Qualification for Senior Leadership (NPQSL)		✓
	Degree and further qualifications in special education		✓
	Evidence of other further professional development in preparation for senior management		✓
	Recent training in teaching and learning		✓
	Autism training or understanding		✓
Teaching and Management Experience	At least five years successful teaching within Secondary Special Education	✓	
	A minimum of three years' senior management experience in an SEN setting	✓	
	Evidence of raising the achievement of all pupils across the ability range	✓	
	A track record of promoting high standards of behaviour and a positive ethos in the school	✓	
	Experience of managing and monitoring the effectiveness of a team/ curriculum area	✓	
	Effective use of information and communications technology		✓
	Experience of setting the strategic development of the school		✓
Professional Knowledge, Understanding, Skills and Attributes	Knowledge of inclusive education and pupils with complex learning difficulties	✓	
	Ability to be an effective decision maker	✓	
	Good communication skills	✓	
	Able to work as part of the management team	✓	
	Able to analyse performance data, write reports and implement strategy for further improvement	✓	
	Ability to develop effective teaching and learning	✓	
	Ability to lead, motivate, support, challenge and develop staff to secure improvement	✓	
	Ability to analyse and interpret data to support the setting and meeting challenging targets	✓	
Awareness of current educational issues and their implications for schools	✓		

Safeguarding and Equal Opportunities

Demonstrate knowledge and understanding of safeguarding and child protection

✓

Evidence commitment to promoting the welfare and safeguarding of children and ensuring all staff and volunteers share this commitment

✓

Committed to providing equal opportunities in the curriculum and pastoral care

✓

Committed to promoting equal opportunities in staff recruitment, promotion, training and employment

✓

Values the needs of individual children and the diversity of their cultural backgrounds, providing equal opportunities in access to learning

✓

The panel will use the following assessment tools:
Application form, Interview/ Selection Activities, References.



Meadow High School

Key Information			
Type of School	Secondary	Status	SEN
NOR	225	Age Range	11-19
Co-educational or Single Sex	Co-educational	Denomination	Non-denominational
Specialism	Complex learning difficulties and/or autism	Average Class Size	8
% of students on free school meals	31%	% of children with EAL	23%
% of children with SEN	100%	Number of teaching staff	46

Meadow High School

Royal Lane | Hillingdon | Middlesex | UB8 3QU

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