



*Arun Court School
14 Arun Court
Bramley
Guildford*

01483 948858 info@aruncourt.co.uk

*Principal: Miss V Williams head@aruncourt.co.uk
Proprietor: Mrs B S White proprietor@aruncourt.co.uk*

Vacancy: SENDco & Assistant Principal

Ideally this role is full time, but we may consider part time if requested by a strong candidate. We are looking for a September start date, but would be open to an earlier start for the right candidate.

The full-time salary for this post is £36,000 - £45,00 depending on experience

We are open to interviewing those who would be new to role as well as experienced candidates, but an experienced candidate would be preferred

Why is this role currently vacant?

This is a NEW role for our school. Currently our Associate Principal (Deputy Head) is our SEND leader as well as being our well-being psychology department leader. We wish to separate the two roles as we start to look at expanding the school in the future onto two sites. Therefore, this is a wonderful opportunity to develop a new role whilst having the security of a gradual handover and inheriting a SEND department that is in very good shape.

What is Arun Court School?

We specialize in supporting young people who do not have a typical diagnosis on their EHCP. We are a very small, nurturing setting that blends learning opportunity with intensive support in maintaining positive mental health as well as developing social and life skills.

Our young people may have a primary diagnosis of ASD, ADHD, Dyslexia alongside acute anxiety or phobia needs. We also cater for the very small number of young people whose EHCP is awarded primarily under the 'H' as they have suffered significant trauma. We do not take physical needs.

We operate more akin to a hospital school or tier 4 mental health unit, and the setting is very relaxed with different areas and levels of support depending on where young people are in their journey.

What is the purpose of Arun Court School?

We are based on the notion that the young people we work with can significantly progress. We believe that relatively short-term intensive funding and support can mean that our young people get well, and once this has been achieved, can catch up academically. This allows them to transfer at the end of year 9 (if joining us in year 7) or at college (if joining us in year 9 or 10) into mainstream settings with support, as they will be at the point where their resilience, academic ability and skills will be solid enough to allow this. We have had significant success in this regard.

We are not a typical 'special needs school' and we do not anticipate that young people are with us forever and will then transfer into a further special needs school. We are there to work with the young person to remove barriers to learning, with the most significant barrier being anxiety. All of our students have a desire and determination to get well – they just can't do this in a normal setting.

Our young people express anxiety in a variety of ways (insomnia, self-harm, school refusal, shutting down, elective mutism, refusal or inability to eat, panic attacks, compulsive tendencies) and these can sometimes be at a level where they are given a diagnosis for a mental health condition such as OCD, depression, eating disorder or body dysmorphia. These conditions remain under the remit of CAHMs whilst young people are in our care- we do not hold clinical responsibility.

Sadly, due to the size of our setting and the trauma many young people have experienced, we are not able to take young people who are physically aggressive. We do not have restraint trained staff and do not agree with restraint.

How is this role perhaps different to SENDco in a different school?

1. You will not need to go through the EHCP process for any child – they are already EHCP funded
2. You will be involved in updating EHCPs with parents and other professionals, but the Proprietor is a trained EHCP writer, and the school can access other EHCP writers to support via our association status with a local consultancy company
3. You will have a teaching commitment. As you will have seen from our Ofsted report we are proud that our leaders 'Lead from the front'. All our senior team have a teaching commitment which is a time used to demonstrate excellent practice (thus training and supporting staff) as well as ensure that we all really know the young people personally.
4. If you are coming from mainstream you will be pleased to know that we have our own private SALT attached to the school, our proprietor is an ASD expert and advocate, and we have brokered intensive OT support. You have a wealth of resources and support. We have invested heavily in equipment and resources to support the SEND objectives of the setting.
5. As assistant principal we will invest in training you as an excellent leader. Our associate principal (deputy head) recently completed a leadership programme with Oxford University which was fully funded by the school, and we are supporting leaders through master's Degrees. Our leadership CPD is excellent.

Where will I be on the leadership structure?

CEO / Proprietor & Directors	
Principal (Head Teacher)	
	Associate Principal (Deputy Head)
	SENDco / Assistant HT
Specialist staff	
Teachers and subject leaders	
Mental health support	
Other support staff	

Usually you will not be the only SLT member onsite, but occasionally you will need to be left in charge of the daily running for example if the head is at a conference.

What skills do I need to have?

You will ideally have the National SENDco qualification or will be dedicated to achieving it. If you have the SENDco qualification you will be interested in further developing your skills especially in leadership.

You will be passionate about ensuring that young people receive their entitlements.

You will have a belief that Additional Needs come with positives as well as difficulties – you will actively promote the achievements of the neuro-diverse in society. You will see ‘difference’ as necessary in society, not life-limiting.

You will be highly ambitious for our 20 students. Children do not stay with us for years – they get mentally well, they become resilient, and they move to mainstream; this includes supporting them in developing the skills to manage their additional needs within a mainstream setting (ASD, dyslexia, ADHD being the main additional needs at the school)

You will be research-led and able to discuss national issues with the SLT

You will be a leader, or want to develop into a leader, that has high expectations and a desire to grow others; spotting and developing home-grown talent.

How much time will I get to complete my role? What is work-life balance like?

The school day is staggered to be more in tune with the teenage brain with a later start time. Therefore, staff need to be on site by 9:25 at the latest, in time for the daily briefing at 9:30.

The school day ends for students at 16:00, with clubs continuing after that time. Staff must stay for the end of day briefing which is usually finished by 16:30. There is a staff meeting until 17:30 once a week. Most staff find that departing at 5pm gives them enough on site time for their roles and we do not encourage staff to stay later unless there is an event.

You will receive half a day of PPA. You will receive a full day of leadership release time and this time can be taken at home if the timetable allows. You will also be expected to spend the equivalent of 1 day on site monitoring and being in a leadership role. You teach a class group three mornings a week, being timetabled to small classes with the most SEND need. Our classes are typically 4-6 students, with a support staff member. You will also be expected to support with the delivery of interventions – training and supporting others to continue this work throughout the week.

	1 day		2 days	
Non-contact time				
Class teaching time (setting up and supporting SEND provision to continue throughout the week)				
1:1 teaching provision (setting up and supporting SEND provision to continue throughout the week)				
Monitoring / being a leader onsite / meetings etc				

How do I apply?

Please apply via our advert and application process on ETEACH. We will not accept CVs.

We strongly recommend that prior to application you visit the school