



# Serenity School

**Serenity Education Group**

**Headteacher**

**Serenity School Maidstone**

**Recruitment Pack 2024**



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# Welcome from the CEO

Thank you for your interest in the role of Headteacher at Serenity School Maidstone, opening in September 2024.

At Serenity School, we Care, Value and Challenge everyone daily. We hope this is why you have arrived at our page, and this advert, as you too are looking to not only challenge yourself daily but that of others across our organization in the best interests of children and young people.

Our overarching aim is to guarantee excellence from enrolment to graduation and by doing so ensure that each student receives an education and childhood development programme that enables them to feel included in our school, community, and world. Therefore, providing them with the independence skills and competencies to achieve high self-regard for themselves, their background and tradition, as well as self-worth in an ever-changing world. I hope that you will find our mission aims, values and drive as exciting and compelling as we do and will consider joining our team. If you are ambitious and forward thinking this is a role for you. It offers a unique opportunity to join a thoroughly values-driven organization.

You will be joining an organization already recognized by Ofsted, Investors in Children, SMSC Quality Mark and Aspiring IAG to name but a few as an outstanding provider.

Serenity School first registered with the DfE as an Independent School for pupils with ASD/SEMH in 2018 for just 25 pupils aged 11 – 16yrs boys. Since our first school in Croydon, South London we have expanded due to local need, working closely with SEND LA commissioners. We now have 3 large schools catering for up to 405 pupils. Our pupil profile currently ranges from PMLD to ASD, 5 to 19yrs Co Education. By September 2024 we will have 4 schools and totaling 700 pupils. Two of our schools are currently rated 'Outstanding' schools and one rated 'Good'.

We are at an exciting point in our history. The scale of our ambition, set out in our seven-year strategy at SED.Group, requires a highly successful Headteacher to join our Maidstone School to lead by example, distinction and to ensure that School curricular, models and policy is delivered across our school in the best interests of our students and families.

The post holder will work at our Maidstone School, as we work to achieve both medium- and longer-term objectives. In doing so, will lead the development of corporate and in school KPIs at the school.

Above all, we are looking for someone who will share an absolute commitment to our mission and values. We are searching for an excellent communicator, highly organised, honest, approachable, adaptable, resilient, motivated, with expert knowledge who can demonstrate that they work with integrity and respect for all.

This challenge is both exciting and significant and I hope very much that you will consider this opportunity to contribute to our future and the lives of complex and vulnerable children and young people.



Gareth McCullough

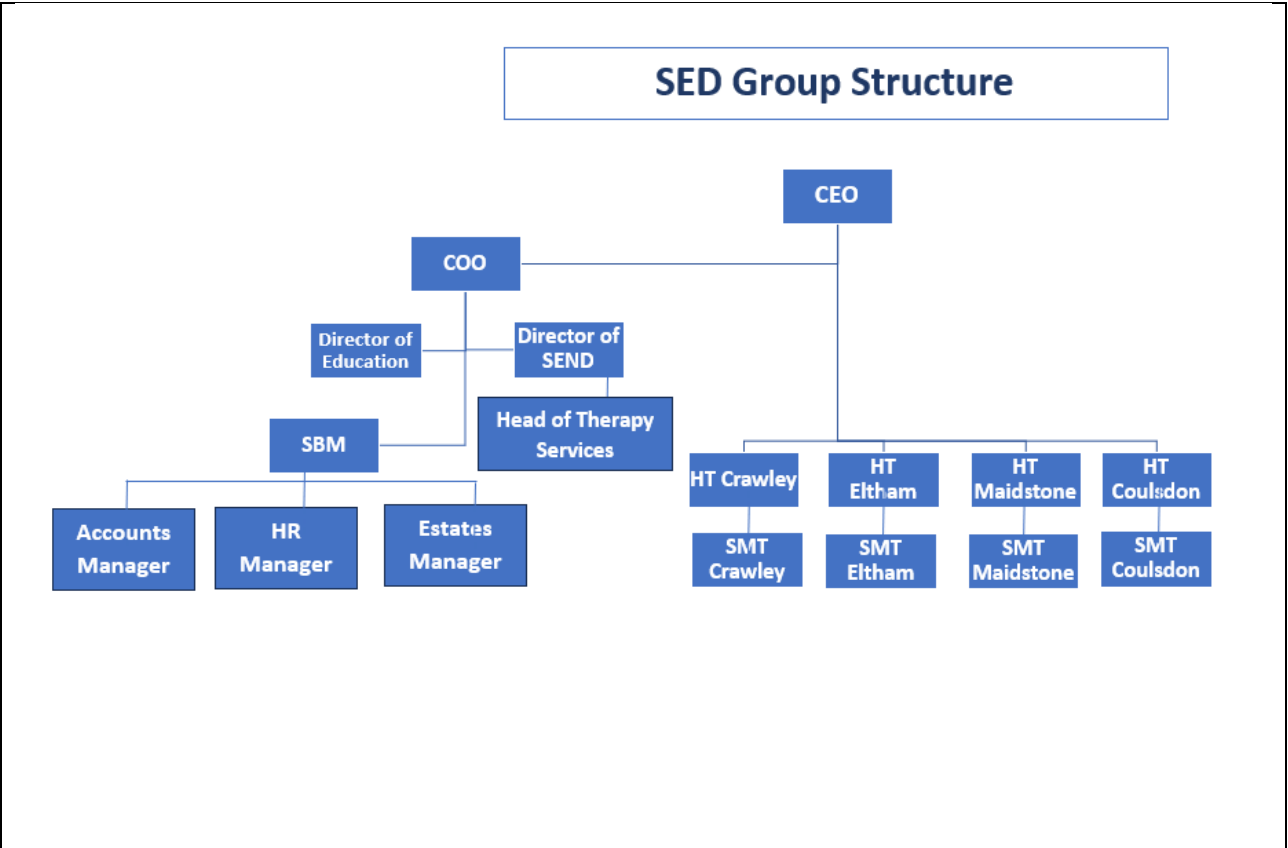
CEO

# Executive Structure

The Executive Team at SED Group (Board) and SMTs across our schools Group consists of the CEO, COO, Director of Education, Headteachers, Director of SEND & Integrated Services and a range of other key personnel to deliver the highest standards for our students and their families. The teams work together to lead on and deliver a holistic education framework and our Socio Education Model.

Whilst each setting has its own discrete identity and infrastructure, the group works together to develop shared plans, approaches, frameworks, and policies to achieve greater impact, consistency, and efficiencies. Team members work together in meetings and outside to shape strategic and operational developments, share best practice and support each other.

The Headteacher will have a key role to play in working alongside and growing the Maidstone school team.





## About Serenity...

### **Moral Purpose:**

At Serenity Education, we are dedicated to meeting the academic, behavioural, therapeutic, and vocational needs of our students. Our mission is to create, adapt, and implement functional curricula necessary to meet the diverse individual needs of our student population and increase current and future independence.

### **Vision:**

Who we are.

Serenity School is a unique provision following a therapeutic humanistic approach to education and childhood development; we are part of 'The Consortium for Therapeutic Communities'. Our goal is to ensure that vulnerable children stay within an educational setting that develops that holistically.

Serenity is built upon the vision and excellence of highly skilled professionals with years of experience in education and in clinical environments. Through experiences gained we recognise that the well-being and academic achievement of the majority of young people is significantly accelerated by addressing the root causes of behavioural, emotional, social difficulties, and without this some young people simply cannot access education.

Our staff members, including, but not limited to, special education teachers, instructional aides, speech language therapists, occupational therapists, social workers, and administration work tirelessly to provide an exceptional education and care plan for children have an Education Health Care Plan.

Aims & what we do.

Humanist Carl Rogers realised that all people regardless of their backgrounds and biological differences have the potential to grow and develop rapidly when certain conditions are met, eventually they may reach their full potential (self-actualisation). This approach and Psychological Model form the basis of modern Psychotherapy and it is also highly suited as an educational model to enhance the growth and development of children with special needs and disabilities.

### **The three facets of inclusion within our schools that make us unique.**

Inclusion has many forms but one principle, the right of a person to have the same opportunities and respect as anyone else.

1. Responding to need for each individual pupil.
2. Providing opportunity and support to both the pupil and the family as a unit
3. A sense of identity for each pupil – Our schools ensure that children who follow their personalised curriculum leave school with a strong identity and a sense of who they are, why they are as they are and the impact that this has on their families and their lives. It also helps them to understand how they see themselves, their families, and the wider world.

Maximising individual achievement is central to the purpose of Serenity School. Inclusion is the common thread woven into this narrative. It shows in the exceptional efforts made to help children and young people in our schools rise above their difficulties through highly skilled teaching, therapy and care that we have built into our overall curriculum offer at all key stages.

## **Core Values**

Children and young people can experience a spectrum of difficulties which make it hard for them to make progress at school. There are many ways in which we exhibit educational practice at its best. These include:

- High expectations and aspirations and a profound and well-justified belief that every child and young person can learn and achieve.
- Refined skill in finding and applying the most effective approaches to communicating with, relating to and teaching children and young people with special needs and challenges.
- Exceptional expertise in assessing progress and recognising the smallest steps as well as large jumps in learning, and in using assessment to guide teaching directly.
- Highly effective and indispensable teamwork across our schools' workforce in which varied skills combine and best practice is readily shared.
- Strong partnerships with other professionals and providers, not least in reintegration and transition
- The provision of ambitious and exciting opportunities through well-designed and individualised curriculum arrangements
- Respect for individual children, young people, and their parents, with the power to bring cheer and self-belief to children, and relief, optimism, and support to parents.
- Unremittingly committed, inspirational and forward-looking leadership which believes that every professional challenge has a solution.

## **Our Curriculum**

The curriculum at Serenity is complex, yet despite its complex structure, our curriculum ensures that all our pupils have the very best opportunities, as is appropriate to their age, ability, and entitlement. We have high expectations – we believe that all pupils can achieve, and through our creative curriculum, we ensure they have opportunities to achieve by promoting our core values of positive attitudes, supportive relationships, and respect for everyone. Our curriculum is carefully planned and structured to enable all pupils to develop their personal characteristics, attitudes, and values, to their fullest potential.

### **Our curriculum is based on:**

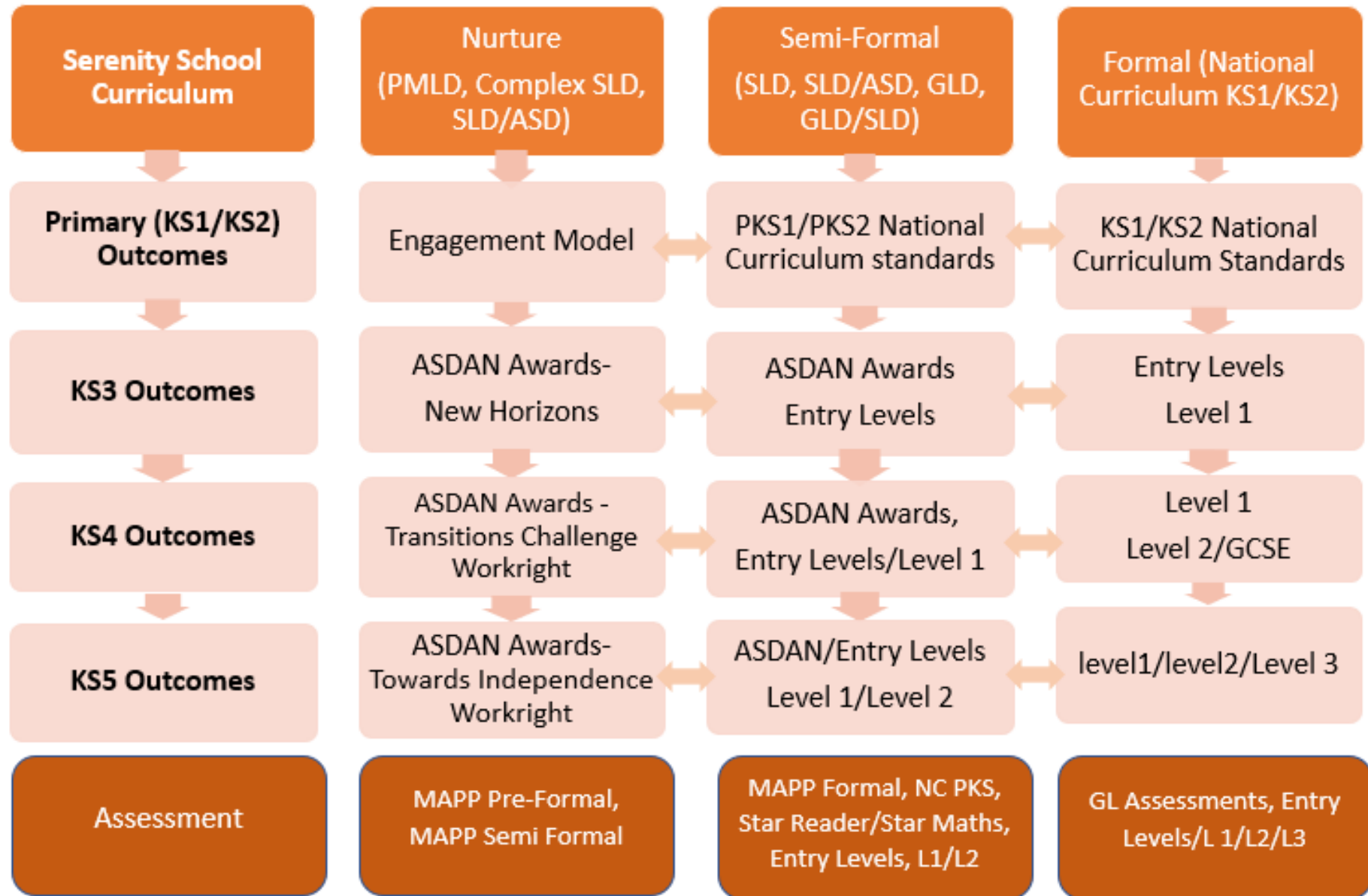
- Early Learning Goals.
- The National Curriculum.
- A Creative Curriculum
- Accreditation at an appropriate level at Key Stage 4

### **Our Curriculum is guided by 5 student focused principles:**

1. **Academic**
2. **Enrichment**
3. **Engagement**
4. **Therapeutic**
5. **SEMH/ASD Specific**

Please click on the curriculum link on our website to view our overall educational offer at [www.serenityschool.org.uk](http://www.serenityschool.org.uk)

## Serenity School Three Tier Curriculum



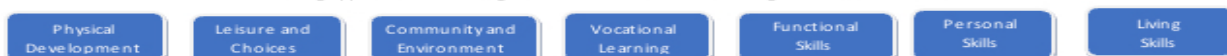


## Formal Curriculum Pathway

All pupils on the Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...

We Look after Ourselves		We look after our Learning; Our Futures		We Look after Ourselves and Futures	
Independence	Personal Autonomy	Qualifications/ES	Vocational Training	Further Education	Employment
<ul style="list-style-type: none"> <li>• Travel training</li> <li>• Health and safety</li> <li>• Personal safety including e-safety</li> <li>• Home management</li> <li>• Independent living</li> <li>• Community participation</li> <li>• Social skills development</li> <li>• Personal care</li> </ul>	<ul style="list-style-type: none"> <li>• Functional Communication</li> <li>• Independence skills</li> <li>• Life skills</li> <li>• Accessing the community</li> <li>• Creative skills</li> <li>• Accessing health and care services</li> <li>• Social skills development</li> <li>• Personal and emotional well-being</li> <li>• Understanding relationships and sex</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE/AS/L1/L2/3</li> <li>• Functional Numeracy and Financial Education</li> <li>• Functional Literacy</li> <li>• Citizenship</li> <li>• Personal and Social Education</li> <li>• Understanding the world (Science)</li> </ul>	<ul style="list-style-type: none"> <li>• NCFE qualifications</li> <li>• BTEC</li> <li>• Sports Leaders</li> <li>• Skills for work placements</li> <li>• Work experience</li> <li>• Preparation for working life</li> <li>• College link courses</li> <li>• In fill courses</li> </ul>	<ul style="list-style-type: none"> <li>• Self-advocacy and determination</li> <li>• Career Interviews (IAG)</li> <li>• Work experience</li> <li>• College taster</li> <li>• College transfer</li> </ul>	<ul style="list-style-type: none"> <li>• Self-advocacy and determination</li> <li>• Career Interviews</li> <li>• Vocational course</li> <li>• Work experience</li> <li>• Volunteering opportunities</li> </ul>

Learning opportunities are designed around each individual offering a curriculum which include:

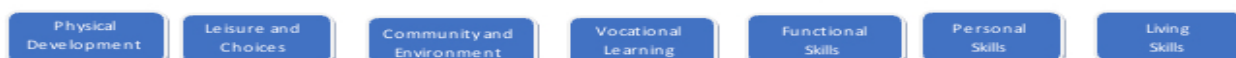


## Semi-Formal Curriculum Pathway

All pupils on the Semi-Formal Pathway follow a personalised pathway tailored to their skills, abilities, interests and needs leading towards...

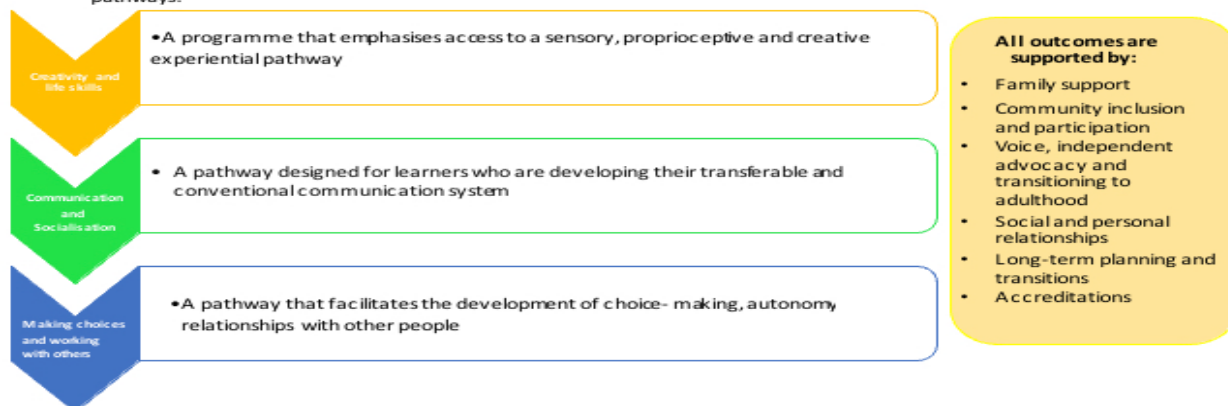
Towards...		We Look after Ourselves		We look after our Learning; Our Futures		We Look after Ourselves and Futures			
Independence		Personal Autonomy		Vocational Training		Further Education		Employment	
<ul style="list-style-type: none"><li>• Travel training</li><li>• Health and safety</li><li>• Home management</li><li>• Independent living</li><li>• Functional Communication</li><li>• Community participation</li><li>• Social skills</li><li>• Personal care skills</li></ul>		<ul style="list-style-type: none"><li>• Functional Communication</li><li>• Sensory awareness</li><li>• Independence skills</li><li>• Life skills</li><li>• Engaging with the world</li><li>• Engaging with the community</li><li>• Creative skills</li><li>• Keeping healthy and safe</li><li>• Relationships and sex education</li></ul>		<ul style="list-style-type: none"><li>• NCFE Qualifications</li><li>• Functional skills</li><li>• Skills for work placements</li><li>• Work experience</li></ul>		<ul style="list-style-type: none"><li>• Self- advocacy and determination</li><li>• Career Interviews (IAG)</li><li>• Work experience</li><li>• College taster</li><li>• College transfer</li></ul>		<ul style="list-style-type: none"><li>• Self - advocacy and determination</li><li>• Career Interviews</li><li>• Vocational course</li><li>• Work experience</li><li>• Project SEARCH</li></ul>	

Learning opportunities are designed around each individual offering a curriculum which include:



## Informal Curriculum Pathway

All pupils on the Informal Pathway follow a personalised programme tailored to aspirational outcomes linked to 1+ of three pathways:



All pathways are supported by a multi-disciplinary, person-centred approach to support the holistic development of:





## How the Curriculum Works

### Rationale and Aims:

At Serenity School, We Care, Value and Challenge every child to achieve their true potential. In doing so, we improve life chances of our young people through an unwavering commitment to Inclusion, Independence and Self Worth for all learners. We can confidently say this because our curriculum is designed to deliver a holistic approach to education and childhood development. Therefore, our Curriculum aims to develop the following 5 Core Principles of positive behaviour and action in everyone.

**We look after Ourselves:** This part of our curriculum focuses on equipping pupils with the skills they need to become healthy and independent individuals able to care for themselves. Pupils are introduced to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved. They learn different ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities which will improve their own lifestyle. They also begin to understand food and its functions in the body and learn how to prepare and cook healthy meals using basic skills. Attendance in PE is promoted through rewards to encourage an active lifestyle, improve self-esteem and social skills, and increase competency in gross motor skills. Pupils also participate in Life Coaching to help them better manage their emotions and behaviour and consequently become more authentic and independent.

**We look after each Other:** Students achieve more when they learn to care for each other. Hence this part of our curriculum aims to help pupils understand how to safely provide support to others, including knowing what they can and cannot do to support others and why. They also develop skills and behaviours needed to lead others and work as part of a team. They will participate in activities such as organising coffee mornings at the local hospice and in the planning and running of enterprise activities within the school.

**We look after our Learning:** We have very high expectations of our pupils and strongly believe that they should gain the relevant currency which they will need to participate fully in today's rapidly changing society. As such, pupils, regardless of their pathways have aspirational academic KPIs. For example, primary pupils who follow the formal curriculum pathway are expected to achieve expected progress in line with KS2 National Curriculum standards by the end of Year 6. By Year 9, they are expected to achieve a minimum of 5 nationally accredited qualifications (including English and Maths) at Entry Level or Level 1 and by the end of Year 11, they are expected to gain a minimum of 5 more qualifications at Level 1/2 or GCSE level depending on their ability. In post 16, they are expected to either follow a pure vocational pathway where they achieve a minimum of 5 level 2/3 qualifications (including or in addition to) English and Maths; or a combined apprenticeship/vocational qualification where some days are completed within real work environment to complement learning which takes place in school and gain relevant work-related accreditations. Students on the Informal and Semi-Formal Pathway have equally aspirational and seamless flightpaths suited to their individual abilities, to ensure that they leave school with meaningful qualification at the end of each key stage. All students are incentivised to develop a love of reading as well as positive behaviours for learning.

**We look after our School, Community and World:** This part of our curriculum encourages pupils to care for our school community. They begin to develop an awareness of their local community and gain the skills and confidence to use various local services and facilities. They will learn about the changing nature of society in the UK by examining the impact of migration and the benefits of cultural diversity. They will also develop an awareness of how to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.

**We look after our Futures:** Pupils will be introduced to the basic elements of managing their money in the Primary Phase through the creation of a School Bank. Pupils will also be taught to utilise their savings in a practical way through making purchases at the School Tuck Shop. Real-life maths will be showcased when the pupils have the responsibility of running the Tuck Shop. In the Secondary Phase, pupils will be introduced to further elements of managing personal finances, by encouraging them to prepare a personal budget and to carry out transactions capably. They will also develop problem solving skills to help them to tackle problems in their daily lives.

Through our unique Careers Matrix, pupils will be gradually exposed to careers information to help them develop career awareness and assist them in making informed choices about their future. At KS1 and KS2, students begin to familiarise themselves with different types of careers and how they develop. They participate in different enterprise activities

and career fairs where they meet adults from different professional backgrounds. By KS3, they begin to recognise the qualities and skills needed for employability and be aware of the laws relating to young people's permitted hours and employment. At KS4, our young people are expected to begin to understand why certain mindset qualities are attractive to employers. They participate in work experience to enable them to see for themselves, what working in different careers could be like. In post 16, all our students are encouraged to participate in work related learning within real work environments with the aim of ensuring that they are ready for the world of work when they leave us. We expect that they apply for and gain a post 18 education, employment, or apprenticeship place of their choice before they leave.

### **Holistic approach**

Our Multi-Disciplinary Team (MDT) will work closely with teachers and support staff to ensure that students grow socially and emotionally alongside their educational development. Depending on EHCP or assessment by the MDT, students receive a bespoke therapy plan which supports them alongside their academic progress. A range of therapeutic assessments and methods are used by the team to help identify and support each student's specific developmental needs. The MDT has expert psychologists, special educational needs consultants, school nurses, occupational therapists, speech and language therapists, and other specialties. The combination of specialists ensures that all levels of need within our post-16 settings can be fully supported and addressed.

Many children who come to Serenity School have a whole range of social, emotional, and mental health issues, which prevent them from thriving in their academic and personal life. To help them manage their feelings and work through specific issues, we adopt a holistic approach where we make therapy an integral part of our timetable.

All therapy is conducted on site, in the therapy rooms where children can relax away from the classroom. We have one to one or group therapy sessions depending on the needs of the individual pupil based on their Individual Education Plan. The Group Speech and Language Therapy sessions may take place in the classroom. All our children who come for therapy will have been referred by either a GP, social worker, teacher family or carer, CAMHS (Child and Adolescent Mental Health Services), paediatrician, our own specialists or sometimes themselves. We carefully select a therapist whose skills and experience match the needs of each child and will support the child for as long as they require our help.

### **Integrated Approach**

Our therapy, education and pastoral care staff work seamlessly together to help set targets around each individual child. The therapy team joins the staff meetings at the end of each day and frequently runs training sessions to ensure there is consistency in our approach throughout the school. These trainings are usually in conjunction with the school SENCOs.

Therapists also play an active role in communicating with the wider network of individuals and organisations involved in the lives of our children including regularly speaking with parents and carers and often help them develop strategies to support their child's development at home.

### **Coping during the day**

In addition to building periods of therapy into the weekly plan for most of our children, we also have quiet rooms on site including dedicated and well-equipped sensory rooms where children can take themselves if they feel anxious or just need a break from the classroom environment.

### **Intervention**

Our staff team deliver individual and group interventions which are specific to the needs of our young some of which include how to understand and manage difficult emotions, emotional wellbeing, confidence building, supporting life skills, dealing with stress, emotional regulation, conflict management and resolution, building positive relationships, understanding and communicating feelings, problem solving and exam preparation.

Interventions provided by our staff team aims to empower our young people to support their SEMH needs in the future should the needs or situations return. Individual interventions facilitate intensive therapeutic support, whilst groups provide additional peer support and shared experiences.

# What are we looking for in an ideal candidate?

We are looking for someone who shares Serenity's vision and values, and who will be able to 'Lead with Tough Love' in everything that they do to ensure Inclusion. This role would be perfect for you if you are an experienced Headteacher or Head of School looking for your next step in leadership. Ideally you will have worked in a range of mainstream, AP, and special schools.

In addition, you will have led or been part of a SMT in at least one all through school, led by distinction in role, as well as having at least one Ofsted Good or above judgement on your CV in the last 5 years.

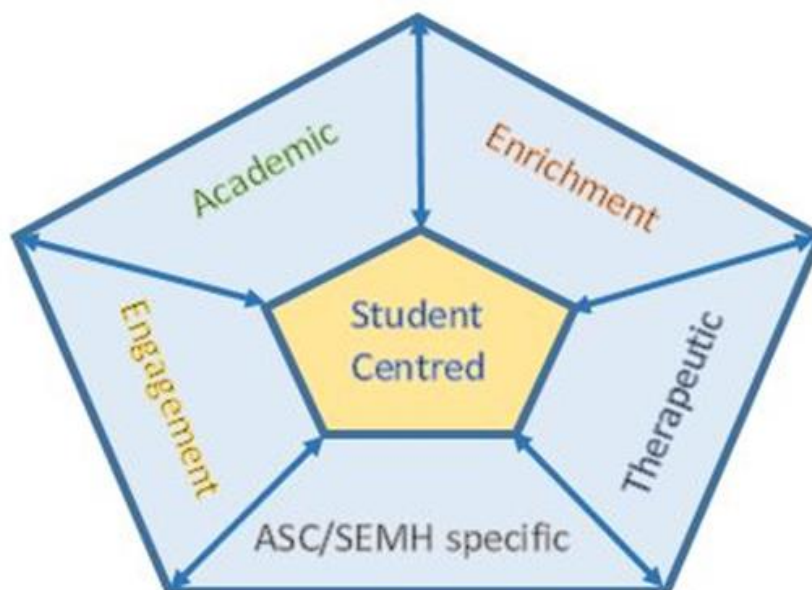
Having experience of working with young people with special educational needs, SEMH, trauma/attachment difficulties, medical needs and in different alternative settings would be an advantage.

We want someone who is confident that they have the skills, and expertise to thrive in an environment in which is challenging yet rewarding and ultimately you will be the champion for our children and young people.



# Socio Education Model

Socio- Education Model	Performance Outcomes
<b>Academic</b>	<ul style="list-style-type: none"> <li>Baccalaureate Award – 100% of Year 11 pupils achieving 5 GCSEs Inc. M/E</li> <li>85% of pupils making substantial and sustained progress in-year</li> <li>75% of pupils achieving 1 band+ improvement SSC Num/Lit annually</li> </ul>
<b>SEND</b>	<ul style="list-style-type: none"> <li>100% of pupils making expected progress of EHCP targets</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>90+% Attendance guaranteed.</li> <li>0% NEET</li> <li>90% positive Destinations Report – 1 year later</li> <li>100% of pupils complete a minimum of 1 Character Education Programme</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>100% pupils completing bespoke curriculum offer.</li> <li>100% of pupils completing a leadership/coaching qualification for improved self confidence</li> <li>100% of pupils accessing SMSC curriculum</li> </ul>
<b>Therapeutic – SEMH</b>	<ul style="list-style-type: none"> <li>100% of pupils improving their understanding of SEMH barriers using Social and Emotional Toolkit</li> </ul>



# Job description

<b>Job title</b>	Headteacher	<b>Team</b>	SED.Group
<b>Salary</b>	£65,689.00 to £91,000.00 L18 – L24.	<b>Reporting to</b>	CEO

## Role purpose

To lead and manage the team to provide special needs learning and therapeutic care. Achieve the best outcomes for pupils, whilst providing a safe and secure environment for all, through adhering to regulatory and quality standards at all times.

## Duties and key responsibilities

### Leadership and management

#### Key Accountabilities Key Measures of Success

- Maintain the highest levels of health, wellbeing, and safeguarding of individuals within the school.
- Maintain DfE registered accountability for the school.
- Effective implementation of safeguarding policy and adherence to this by all colleagues
- Manage the school implementation and adherence to quality assurance practices to meet standards across the spectrum of recruitment, reporting, documentation, compliance, Health and Safety, visits, curriculum, whistle blowing etc.
- Manage any improvement notices through to resolution.
- Enable the individual to fulfil their potential through structured learning and wellbeing interventions that are relevant to their needs.
- Make appropriate referrals to relevant safeguarding agencies.
- Manage the induction of new pupils to the school.
- Manage all risk assessments, ensuring actions and reporting are conducted accurately and on time.
- Ensure individual education plans are accurate and up to date.
- Manage any placement plans, building relationships and gaining best outcome agreements with appropriate external bodies.
- Ensure transition plans (joining and leaving the school) are created and all detailed actions are completed before transition takes place.
- Monitor and review all reports, plans and documents on an individual pupil basis.
- Agree and manage referral requests in the best interest of the pupil, the school and LA.
- Ensure the quality delivery of care, teaching, and learning standards for the school.
- Ensure all Ofsted and commissioned review outcomes for the school are owned and actioned.
- Ensure the culture, ethos and working practices of the school is aligned with the organisational values.
- Ensure that pupil's spiritual, moral, social, and cultural development needs are met within the school.
- Analyse pupil outcome progression, focusing and driving improvements and celebrating successes.
- Monitor and review pupil attendance levels, analyse causes and triggers, and ensure strategies are put in place.
- Manage, monitor, and review standards through observations, ensuring all actions are taken.
- Maintain the highest levels of health, wellbeing, and safeguarding of individuals within the school.
- All policies and procedures are adhered to, meeting LSCB standards.
- 100% compliance on internal audits
- All improvement notices are resolved within agreed timescales.
- Positive feedback from pupil, parent, and staff

- All plans are in place within agreed timescales.
- All records and plans are accurate and up to date at all times.
- Ensure the quality delivery of care, teaching, and learning standards for the school.
- Termly reports are completed to required standards within agreed timescales.
- All lesson observations, moderation, work scrutiny and learning walks are completed to agreed standards and timescales.
- School review reports improvement on targeted areas
- All key pupil metrics show improvement and/or meet expectations:
- Individual pupil progression targets
- Pupil attendance

## **KPIs**

- NEETS pupil leavers are at targeted levels.
- Positive pupil, parent, and staff feedback
- Recruit, manage, coach, and motivate the Head of each setting to develop high performing and sustainable leadership teams, capacity, and skills.
- Ensure the SMT develop and implement robust and consistent plans and self-assessments to support the development and delivery of high-quality education provision and support and challenge leaders to achieve their objectives.
- Lead the development of the schools'/college educational model and support the leadership to translate and implement the model in the context of their setting.
- Support the understanding of and research into best practice in autism education and promote the Socio Education Model.

## **Governance**

- Support SED to fulfil their role, ensuring they receive high quality, timely agendas, reports, and engagement.
- Ensure the setting is managed in line with organisational policy, statutory requirements, and best practice guidance.

## **Finance**

- Work with the SBM to manage income and expenditure budgets, ensuring that plans and budgets are affordable and sustainable.

## **Additional duties**

- Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people.
- To uphold SED policies to protect and safeguard pupils to secure their health, safety, and wellbeing.
- Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with SED Equality, Diversity and Inclusion policy and procedures.
- Ensure the highest degree of confidentiality and data protection of all materials.

## Headteacher Serenity School Maidstone

Candidates should be able to demonstrate how they meet the essential criteria as indicated in the 'measured by' column.

PERSON SPECIFICATION	Essential	Desirable	Measured by: A) application form B) test/exercise. C) interview
<b>Qualifications and Training</b>			
Qualified Teacher Status	x		A
Higher degree qualification, postgraduate course, recognised special education qualification.		x	A
Willingness to extend personal and professional development, demonstrated by a track record of recent professional development.	x		A
Health and Social Care qualification		x	A
Completion of NPQH		x	A
<b>Knowledge and Experience</b>			
Successful experience as Headteacher or Head of School in a similar School/Care setting	x		A
Proven ability and experience to improve the Quality of Education and Therapeutic Care	x		A
Proven ability and experience in the effective Leadership and Management of Multi- Disciplinary Team	x		A
Conducting performance management and supervision of Education and Support staff	x		A
Proven record of effective teaching of children with SEMH and complex difficulties	x		A
Curriculum leadership, design and implementation		x	A
Planning the curriculum across a range of ages and abilities	x		A
Working effectively with Governors	x		A
Leading professional development activities	x		A
Appointing, managing and inducting staff	x		A
Resource management	x		A
Effective financial management	x		A
Proven record of leading successful teams	x		A
Implementing strategies to raise achievement and improve behaviour.	x		C
Strategic improvement planning and action planning		x	A
Working with and supporting families	x		A
Working with local authorities in supporting the placement of children and young people	x		A
Use of data to inform areas of improvement.	x		C
Understanding Ofsted and its implications	x		C
Knowledge of Education Act and other legislation relevant to special education and therapy		x	C
Understanding of the procedures to Safeguard and protect Vulnerable Children and Young People and Adults	x		C
A working knowledge of managing physical interventions and child protection procedures.	x		C
Understanding of the of Independent School Standards			
Understanding of Ofsted inspection for Schools	x		A
Understanding of the characteristics of an effective and inclusive school			
Knowledge of current national initiatives with regard to teaching, learning and assessment	x		C



Skills			
Ability to lead and provide a clear vision	x		B
Ability to enthuse and motivate others	x		B
Proven ability to manage people and resources to good effect	x		A
Efficient, adaptable and well organised	x		B
Clear strategic thinker	x		B
Ability to forge links with Parents, the Local Community, Local Authorities and other Schools	x		A
Ability to communicate effectively	x		A/C
Competent in the use of ICT	x		A
Competent in financial management	x		A/C
Flexible and approachable	x		B
Decisive	x		B
Resilient under pressure	x		B
Ability to deal sensitively with people and resolve conflict	x		B
Set high expectations for Children and Young People and staff	x		B
Keen interest in promoting the quality of Education and Care	x		A
A positive and energetic approach to work	x		B
Commitment to working with other agencies to support Children and Young People's education.	x		C
A desire to enable each child to achieve their personal best	x		A
Commitment to the continuing professional development of all staff	x		A
Commitment to equality of opportunity and inclusion	x		A

# How to apply

To apply for the role please do so through TES: <https://www.tes.com/jobs/>

## Visits

Interested candidates can get a school tour during the recruitment open days in March (21<sup>st</sup> and 28<sup>th</sup> March 2024) please contact our Head office for further information:

E: [hr@serenityschool.org.uk](mailto:hr@serenityschool.org.uk) T: 01737 824010

## Contact

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion, please contact Assumpta Ugo, [hr@serenityschool.org.uk](mailto:hr@serenityschool.org.uk)

**The stages of the recruitment process are outlined below:**

Stage	Timescale
Position advertised	Monday, 11 <sup>th</sup> March 2024
Closing date for applications	Wednesday 10 <sup>th</sup> April 2024
Shortlisting	Monday 15 <sup>th</sup> April 2024
Interview and assessment (In person)	Tuesday, 23 <sup>rd</sup> April 2024 – Serenity School Eltham. Wednesday, 24 <sup>th</sup> April 2024- Serenity School Maidstone.

## Equal opportunities

Serenity Education Group is fully committed to equality of opportunity and diversity, and we warmly welcome applications from all suitably qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.

Serenity Education Group is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS (Disclosure and Barring Service) check.

The Safeguarding responsibilities of the post as per the job description and personal specification.

Whether the post is exempt from the rehabilitation of Offenders Act 1974 and the amendment to the Exceptions Order 1975, 2013 and 2021. This means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS Filter Guidance.