



Interaction &  
Communication

Academy Trust

*Providing Opportunities, Inspiring Success*



**Milton School, Rotherham**

# PRINCIPAL RECRUITMENT PACK

**Spring 2022**

Milton School  
Storey Street,  
Swinton,  
Mexborough,  
South Yorkshire  
S64 8QG

**TELEPHONE:** 01709 570 246

**WEBSITE:**

<https://www.miltonschool.org.uk/>

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# Letter from the Chair of the Local Governing Body

## **“Believe and you will achieve”**

Dear Applicant

Thank you for registering an interest in the role of Principal at Milton Special School, Swinton, South Yorkshire. Our school is special in more ways than one – so I hope this information pack persuades you to apply for the role.

Our vision – “Believe and you WILL achieve” is the credo we live by; and our aim is to help each of our pupils be the very best they can be. All our children are unique – with different skills, abilities and challenges. Our responsibility is to provide them with the tools and examples to thrive and grow.

All schools have faced challenges over the last two years due to the pandemic and Milton School is no exception. In addition, both the Principal and the Chair of the Local Governing Body have retired, resulting in a period of considerable change. It has allowed the school's senior leadership, in collaboration with ICAT colleagues, to review key areas of school activity and identify opportunities for the future.

The ideal candidate will have versatility, empathy, and an understanding of the challenges of a school catering for children with learning difficulties. They should be an able communicator; literal, emotional and logical; and equally comfortable in chatting to a five-year-old or the Chair of the Trust. Experience in recruitment and staff development to senior level would be an added bonus.

We aim to implement a new strategic vision for Milton – so experience of creating and building strategy, culture and values is something we will be looking for.

The pack will give you a flavour of the school and its community – and so should prove useful when preparing your application; should you decide we are the next school for you.

Yours sincerely

Lesley Boughton

Chair – Local Governing Body.



## Welcome to Milton School

Milton School is a member of the Interaction and Communication Academy Trust, a family of special schools for children and young people with a range of learning disabilities.

Milton School is an academy based in Mexborough, Rotherham. The school provision meets the needs of learners with autism and all moderate learning difficulties aged 4 – 16. The school current has 150 students on roll and is currently rated Outstanding by OFSTED (2011).

As staff, we are all committed to ensuring that our students become independent learners and grow up confident and able to take their place in society.

As part of the national SEND offer, the school received funding for two additional purpose-built classrooms resulting in the school being redesignated to include an Early Years Provision.

## Our Vision

The school aims to meet the individual needs of all students through a variety of curricular and enrichment opportunities. At Milton school we provide an environment where all young people achieve their full potential. The school aims to provide a broad curriculum that expands all student's educational opportunities and achievements.

The school believes that education succeeds in partnership between home and school and therefore place a great deal of emphasis on our partnerships with parents and carers.

We aim to:

- provide a stimulating, caring and safe environment where students develop a sense of self-worth and a capacity for enjoyment
- enlarge a child's knowledge through relevant learning experiences, encouraging all children to reach the highest standards of which they are capable.
- encourage children to be active participants in, and contributors to, society.
- prepare children for the wider world of work and leisure with skills and attitudes which enhance their ability to adapt and change in modern society.
- provide a school where everyone has the right to learn and work together free from abuse, intimidation, and violence.

# Curriculum

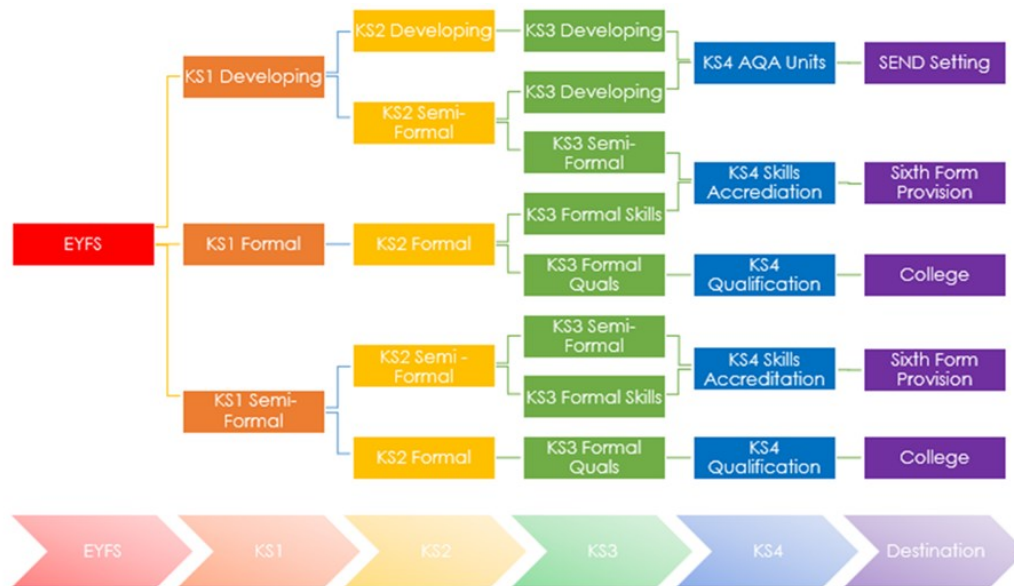
## Milton School Curriculum Development.

Following a review of the whole school curriculum it has been recognised that further opportunities to meet the needs of pupils working at lower developmental levels needs to be incorporated.

Work on the new curriculum began in October 2021. Following the planning stages a phased implementation approach will begin in January 2022 with full implementation expected from Autumn 2022.

## Curriculum Pathways

To ensure students are achieving their full potential, Milton School has recognised the need to develop a differentiated curriculum. To support the implementation, we have developed and are beginning to implement three distinct Curriculum Pathways.



The senior leadership team in discussion with the class teachers will identify the most appropriate choice of pathway. The information used to make these decisions will include attainment data and professional knowledge and discussion of the student's needs.

## EYFS

Pupils in the EYFS will access a curriculum that is mostly delivered through play. The areas of learning that are covered are:

- Communication and language
- Physical development
- Personal, social, and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Assessments take place through observations by the class team. Development Matters and the Early Learning Goals framework are used to support the delivery of the EYFS curriculum.

### **Developmental Curriculum**

The developmental curriculum continues to follow the EYFS areas:

- Communication and language
- Physical development
- Personal, social, and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The developmental curriculum is being developed across the school and links to the EQUALS programme of learning. Student progress is assessed using a variety of approaches.

### **Semi Formal Curriculum**

The semi-formal curriculum follows a cross-curricula approach including opportunities to extend learning into real life contexts ensuring that the learning is meaningful and not abstract. The subjects followed include:

- English
- Maths
- Integrated Studies (science, history, geography)
- Creativity
- PSHE
- ICT
- PE

The themes covered link to recommendations found in the National Curriculum that are matched to the pupils needs and interests.

Students following the semi-formal pathway are assessed on their progress using a variety of assessment tools.

### **Formal Curriculum**

Students following the formal curriculum follow a mainstream model and develop subject specific knowledge. The curriculum is differentiated to meet individual needs and is focussed on life skills and developing independence.

In key stage 3 students will continue to follow a thematic approach delivered through formal subjects:

- English
- Maths
- Science
- Humanities
- ICT
- Art and design
- Design technology
- Physical development

Students in Key Stage 4 will follow the syllabus for their most appropriate accreditation route. Accreditation available includes:

- AQA
- Asdan
- Pearson's qualifications

## A glimpse of Milton school

Key school information	
<b>Type of school</b>	Academy (special)
<b>Age range</b>	4-16
<b>Address</b>	Storey Street, Swinton, Mexborough, South Yorkshire, S64 8QG
<b>Number of Staff</b>	72
<b>Number of Pupils</b>	150
<b>Percentage of children eligible for free school meals</b>	44.7%
<b>School Senior Leadership Structure</b>	Principal, Deputy Principal, 2 x Assistant Principals, School Business Manager, 2 x TLR holders.
<b>Last Ofsted Report</b>	2011

### Quality Assurance Marks:

- Eco Schools Silver Award
- Healthy Schools Silver Award
- Food for Life
- National Online Safety Certified School
- School Mental Health Award – Carnegie Centre
- The school has committed to the Quality in Career Standard from January 2022.

### Year 11 Data 2021:

### Year 11 Destinations 2021:

Destination	Number of Pupils
<b>Local Sixth forms:</b>	
<ul style="list-style-type: none"> <li>• Kelford</li> <li>• Hill Top</li> <li>• Abbey</li> </ul>	3
<b>Employment</b>	1
<b>Local Colleges:</b>	
<ul style="list-style-type: none"> <li>• Barnsley College</li> <li>• Rotherham College</li> </ul>	5





## Job Description - Principal

**Accountable to:** The Chief Executive Officer of the Interaction and Communication Academy Trust

**Salary:** L24—L29

**Core Purpose:** To provide professional and collaborative leadership for the school which secures its success and improvement, ensuring a high-quality learning environment that results in exceptional standards of learning and achievement for all students. To inspire a collaborative approach to success through the application of child centred learning.

### Main purpose of the job:

- Take the lead role on working with the Local Governing Body/Board of Directors/CEO to develop a collaborative school within the ICAT vision, which embraces excellence, high standards and inclusion. Translate the vision into a development plan and implement it successfully.
- Secure excellent teaching to achieve high standards of learning and attainment across the 4-16 range, including preparation for adult life.
- Hold all staff to account for their professional conduct and practice.
- Ensure inclusion, diversity, and access.
- Lead by example to foster an open, transparent, and equitable culture.
- To be responsible for the internal organisation, management and control of the school.
- Astutely manage the school's budget and education resources, in cooperation with ICAT, to maximise their use and value.
- Develop and sustain effective relationships to ensure effective governance of the school, and the discharge of Local Governing Body responsibilities.
- Build/develop and maintain effective relationships with all stakeholders to enhance the education of all students.
- Support the Senior Management Team of the Trust, the Board of Trustees and the Local Governing Body in ensuring that the vision, ethos and direction of the Trust is clearly articulated, shared, understood and acted upon effectively by all stakeholders
- Create an outward-facing school to work with other ICAT schools, organisations and partners to champion best practice.
- To keep children safe and support the Local Governing Bodies/Board of Directors/CEO to implement and oversee the highest possible standards of child protection, Prevent strategies and safeguarding throughout the school.
- To represent the school at panels, working groups and meetings as required.
- To undertake other duties and responsibilities as is reasonably directed by the Local Governing Body/Board of Directors/CEO.

## **Duties and Responsibilities:**

### **Qualities and Knowledge**

- Hold and articulate clear values and moral purpose, focus on providing the best possible education for all students.
- Demonstrate optimistic professional behaviour and develop positive relationships with all stakeholders.
- Lead by example - with integrity, creativity, resilience, clarity, flexibility and empathy - drawing on your own expertise and skills and that of those around you.
- Sustain wide, current knowledge and understanding of education and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the Milton school vision, ably translating local and national policy into the school.
- Effectively communicate the school and Trust's vision and drive the strategic leadership, empowering all students and staff to excel.

### **Students and Staff**

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Secure outstanding teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, resulting in excellent outcomes for students
- Establish an educational culture that shares best practice within and between ICAT drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other within the school and Trust
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

### **Systems and Process**

- Ensure that the School and Trust systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles, responsibilities and accountability.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, supporting staff to improvement and valuing excellent practice and addressing any under-performance.
- Actively support the Local Governing Body to understand their role and deliver their functions effectively
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and financial sustainability



### **The self-improving system**

- Create an outward-facing school, which works collaboratively with other schools within the Trust and organisations - in a climate of mutual School Improvement - to champion best practice and secure excellent achievements for all students.
- Develop effective relationships with fellow professionals to improve academic and social outcomes for all students.
- Apply a problem-solving approach which results in a self-regulating and self-improving school
- Collaboratively foster a culture of pedagogy within the school and the Trust through high quality training and sustained professional development for all staff

## Person Specification - Principal

Ref	Criteria	E/D	App	Re f	Int
<b>Qualifications and Training</b>					
Q1	A qualified teacher (QTS)	E	x	x	
Q2	Further relevant professional/academic study and evidence of continuous professional development and knowledge of current issues in Education	E	x	X	
Q3	At least three years of proven strong, successful senior leadership and management experience	E			
Ref	Criteria	E/D	App	Re f	Int
<b>Professional Experience and Knowledge</b>					
P1	High quality safeguarding and child protection procedures and processes	E	x	X	
P2	Strong knowledge and understand of what represents good and exceptional teaching and learning	E	x	x	
P3	Track record of leading teams of staff to deliver successful school improvement strategies	E	x	X	
P4	Proven track record in leading and managing staff to support successful outcomes for a wide ability range of students	E	x	x	x
P5	The theory and practice of providing effectively for the individual needs of all students, e.g. classroom organisation and learning strategies	E	x		x
P6	Evidence of successfully developing teams of professionals, delegating effectively and managing change	E	x	x	x
P7	Experience in leading educational projects, strategic planning and financial management	E	x		
P8	Ability to work with and advise the Governing Body to enable it to fulfil its role and statutory obligations	E		x	x
P9	Strong personal commitment which motivates and inspires the academy community to deliver the best possible education for the students	E		x	x

Ref	Criteria	E/D	App	Ref	Int
<b>Leading learning and teaching</b>					
T1	Is passionate about learning and seeks to create an inspirational learning environment	E	x	x	
T2	The ability to monitor and evaluate performance continuously in order to improve the quality of teaching and further raise standards	E		x	x
T3	Is confident in judging lessons and effective in giving feedback to colleagues resulting in improvement	E		x	x
T4	Is able to implement strategies that improve teaching and learning in a sustained way and challenge underachievement	E	X	x	
T5	Successful experience of curriculum development together with an understanding of the issues associated with choice and flexibility to secure personalised learning for all	E	X	X	
T6	Has successfully used feedback and data to raise achievement of students and improve teacher effectiveness	E		X	X
T7	Successful experience of positive behaviour management and development of a student focused, inclusive learning environment so that behaviour and attendance are outstanding	E	X	X	
T8	Embraces new technology in education and understands the impact of ICT for the future of teaching and learning	E	X	X	
Ref	Criteria	E/D	App	Ref	Int
<b>Developing self and working with others</b>					
D1	To be a role model of best practice, with a professional demeanour that inspires confidence, trust and respect in others	E	X	X	X
D2	Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes	E	X	X	X
D3	Developed emotional intelligence, enabling constructive relationships with students and staff	E	X	X	x
D4	Able to identify strengths on others; possesses the flair to lead and motivate the staff as a whole	E	X	X	
D5	Proven success in promoting equality respecting diversity and challenging stereotypes so as to promote the rights of young people	E		X	X
D6	Able to understand the importance of a work life balance	E	X	x	

## The Trust's Commitment to Safeguarding

The Interaction and Communication Academy Trust (ICAT) is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

The Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

We will always take a considered and sensitive approach in order that we can support all students within our academies.

ICAT pays full regard to the DfE 'Keeping Children Safe in Education September 2021' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practices, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.



## How to Apply

<b>Role</b>	Principal	<b>Employer:</b>	Interaction and Communication Academy Trust
<b>Location:</b>	Milton School Storey Street, Swinton, Mexborough, S64 8QG	<b>Closing Date:</b>	25th March at Noon
		<b>Shortlisting:</b>	28th March
		<b>Interviews:</b>	Week commencing 4th April
<b>Salary:</b>	L24—L29	<b>Start Date:</b>	September 2022

### Equal Opportunities

Our Trust is an equal opportunities employer. We require our Trustees, Governing Bodies and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religion/beliefs, sex, sexual orientation and disability discrimination. We strive to achieve a workforce that reflects the diversity of our community.

All applicants are guaranteed an interview if they meet the essential requirements of the Person Specification. As an equal opportunity employer our school is committed to make any necessary reasonable adjustments to the selection process, job role and the working environment that would enable access to employment opportunities for all. Where an applicant is being assessed by the selection panel, decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

# How to Apply

## How to apply

To apply for the post of Principal at Milton School, please complete the application form and return to **recruitment@icat.org.uk**

Should you wish to supply more information to support your application, please use the additional information section, please do not submit more than three sides of A4 in font size 11.

Candidates are warmly welcomed and encouraged to visit the school to experience our work and ethos. We are operating to our comprehensive and regularly updated COVID-19 policies regarding infection control, and we will also continue to introduce additional measures in line with the latest guidance. We ask that you wear a facemask when walking around the school premises, unless exempt. Please do not attend your interview if you or anyone in your household shows any signs or symptoms or if you are isolating due to contact with someone who has tested positive for COVID-19.

The school will be open to visits. To arrange a visit at a time which is mutually convenient please contact Nicola Roys, Director of Operations via email or telephone:

**Email:** nicola.roys@icat.org.uk

**Telephone:** 01484 544 588

The closing date for applications is **12noon on Friday 25<sup>th</sup> March 2022**

Shortlisting will take place on **Monday 28<sup>th</sup> March 2022**

Interviews will be held **W/C 4<sup>th</sup> April**

Completed applications must be returned to **recruitment@icat.org.uk**

ICAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be subject to vetting checks including an Enhanced Disclosure and Barring Service Check and Prohibition from Management Check (s.128)