



Serenity School
Serenity Education Group



Headteacher Candidate Pack

Location: Coulsdon, Nr Croydon/Crawley, West Sussex

Start date: September 2023

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Welcome from the CEO



Thank you for your interest in the role of Headteacher at Serenity Education Group.

This role has become available due to the promotion of Ms. Ayisi to Director of SEND, Safeguarding and Commissioning on the Board at SED.Group.

At Serenity Education Trust, we Care, Value and Challenge everyone daily. We hope this is why you have discovered this role, as you too are looking to not only challenge yourself daily but that of others across our organisation 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 organisation.

You will be joining an organisation already recognised 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 2023 we will have 4 schools and totaling 700 pupils.

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 us and lead by example, and to ensure that School curricular, models and policy is delivered in the best interests of our students and families.

The post holder will work at either our Coulsdon School (opened 2018) or our newly opened Crawley School (January 2023) depending upon preference, suitability and experience. Both positions will work to achieve both medium- and longer-term objectives, leading the development of corporate and school based KPIs.

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
Chief Executive Officer





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 and 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 and every 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



Job Description

Job Title: Headteacher – Serenity Education Group

Salary: L18-L32 (£65,689-£91,215)

Reporting to: Executive Headteacher





Job Description continued

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

Job Description continued

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



PERSON SPECIFICATION	Essential	Desirable	Measured by: A. Application Form B. Test/Exercise C. Interview
QUALIFICATIONS AND TRAINING			
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
KNOWLEDGE AND EXPERIENCE			
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



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How to apply:

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Vonya Campey at Academicis: vcampey@academicis.co.uk or 01223 907974 / 07340 010983.

Please email your application to: vcampey@academicis.co.uk

Closing date: Wednesday, 19th April 2023

Shortlisting date: Thursday, 20th April 2023

Interviews: Wednesday, 26th April 2023



Serenity School

Rowan's Hill, Coulsdon Lane
Chipstead, CR5 3QG

Atlantic House, Hazlewick Avenue
Three Bridges, Crawley, RH10 1QQ