

CITY OF
ROCHESTER



SCHOOL



DEPUTY HEADTEACHER CANDIDATE PACK



A WELCOME FROM OUR HEAD

I am delighted to introduce you to City of Rochester School. We provide specialist education for children and young people with Autism, aged 5 to 18. We are incredibly proud of our unique children, our supportive parents and carers and our dedicated staff where we all work together to make City of Rochester School a safe, happy and inspirational place to learn.

We are a small school offering an individualised and bespoke curriculum that enables pupils to thrive, shaped by our principles of Confidence + Resilience = Success. Our curriculum is both academic, offering accreditation of learning programmes from KS3 through to GCSEs and BTECs in KS4 and KS5 together with the experiential. In addition to mastery of the core subjects such as in English, Mathematics and Science, pupils participate in a range of exciting off-site learning opportunities that support the curriculum for example – horse riding; farm school; forest school and practical and vocational work such as film making, robotics and photography.

Our pupils' neurodiversity means that we focus on their social and academic development. This is reinforced by powerful pastoral and family engagement programmes. In addition, we have a highly experienced therapy team – for example Speech and Language, Play Therapy, Counselling and Occupational Therapy to address our pupils' individual needs. Our specialist staff know all our pupils, parents and carers very well and this forms the bedrock of our approach.

The ambition for all our pupils is for them to learn and develop their social skills so that they can embed and apply their learning and create the foundation for further education, training and employment. Where appropriate, work attachments and experiences are provided. We aim to provide holistic learning opportunities with clear outputs and outcomes, working closely with parents and carers to identify and develop the talents and skills of our very special children.

It is our duty and responsibility to provide the right environment to nurture our pupils' confidence; to give them the necessary skills to be resilient and responsible citizens and to create and celebrate their paths to success.

I extend a warm welcome to you.

Alicja Emmett
Headteacher





ABOUT OUR SCHOOL

OUR CORE VALUES

Our ambition at City of Rochester School is for pupils to develop self-confidence, independence and resilience through an engaging and holistic curriculum. This will provide the skills; life experiences and qualifications pupils need to participate successfully in wider society.



CONFIDENCE

We value inspiration, aspiration and experimental learning inside and outside the classroom to develop pupil's confidence.

RESILIENCE

We value participative learning that develops pupil's thinking and social skills, enabling them to understand their autism and to develop resilience for life.

SUCCESS

We value learning outcomes that are holistic and which measure and celebrate pupil's success at school and improve their life chances.

VISION AND AIM



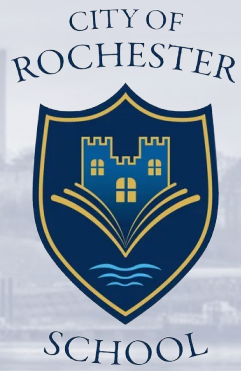
Our ambition at City of Rochester School is for pupils to develop self-confidence, independence and resilience through an engaging and holistic curriculum.

This will provide the skills; life experiences and qualifications pupils need to participate successfully in wider society.

Our highly experienced and dedicated team provides an ambitious curriculum that nurtures and challenges our pupils.

Our aim is for pupils to be successful at City of Rochester School and for them to be equipped with the skills they need to lead purposeful and productive lives when they leave us.

We work collaboratively with families as an integral part of our service, recognising their central role in ensuring their children thrive at school.



CITY OF ROCHESTER VOCATIONAL CENTRE AND COLLEGE



This role will be based at City of Rochester Vocational Centre/College which is based at the Medway City Estate. We are expanding the school by taking on a new off site premises from which we will run vocational learning for the whole school. In addition, the new Vocational Centre will accommodate KS5 pupils running an extended lifeskills programme, preparing them for the world of work, further education/training and extended work experience opportunities as they move onto the next stage of their lives. Now is an exciting time to join us as we get the vocational centre/college up and running.





STAFF WELLBEING CHARTER

We will:

- Provide a minimum of 5 professional development days and regular twilight sessions to enable staff to keep their professional practice current and up to date.
- Provide appropriate resources to enable staff to deliver outstanding lessons.
- Encourage feedback on how we can collectively improve our service to our whole school community.
- Provide an appropriate space for staff outside the classroom.
- Provide an Employee Assistance Programme to promote staff health and wellbeing.
- Provide staff wellbeing sessions via the City of Rochester School Mental Health Champion, the Wellbeing Team or via Supervision in complete confidence to enable staff to share concerns that may impact upon performance.
- Recognise outstanding practice through half-termly staff recognition and rewards.
- Provide staff opportunities to reflect on their practice with other staff in an informal manner.
- Provide staff with additional leave across the school year to support staff wellbeing, work/life balance and to promote family time.
- Weekly flexible PPA for teaching staff
- Have an open-door policy – staff can access the Wellbeing Team, Phase Leaders, Assistant Headteacher, Deputy Headteacher and Headteacher.
- Have regular de-briefs and meetings to enable staff to share what they did well and what concerns they have.
- Have a Performance Related Pay system linked to appraisal to recognise staff performance and contribution to the school and pupil outcomes.
- Provide refreshments for the staff room.

SAFEGUARDING

The City of Rochester School fully recognises its responsibility to safeguard and promote the welfare of pupils and young people and is committed to ensuring that its pupils have opportunity to thrive within a safe environment. The school expects all staff and volunteers to share this commitment.

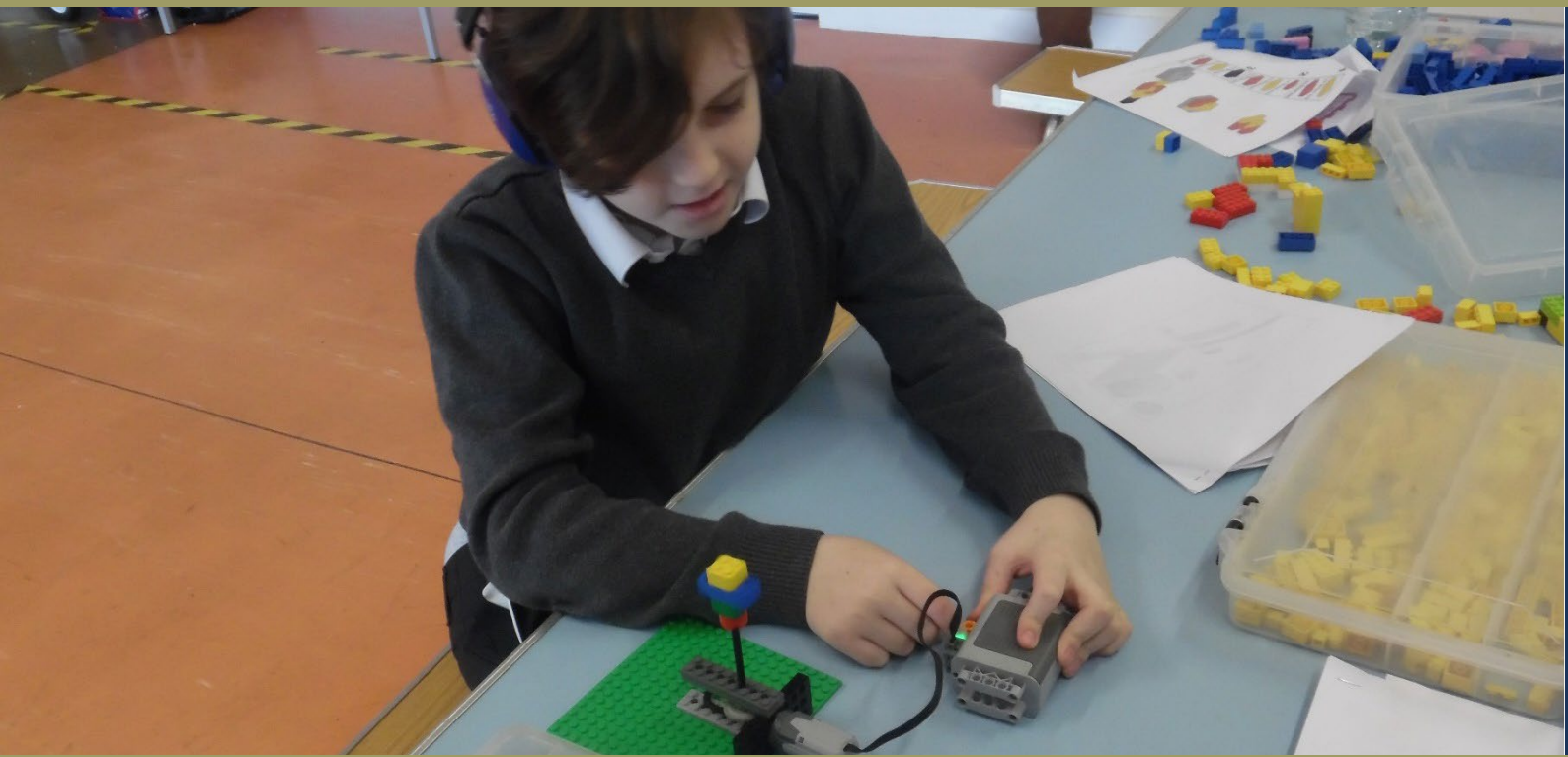
The school also operates within other policies relating to safeguarding, child protection and welfare of pupils. The following policies are available on the school's website:

- Safeguarding Policy
- Whistleblowing Policy

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process the school operates within a Safer Recruitment Policy. Members of the school staff and governing body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.



JOB DESCRIPTION



JOB TITLE: Deputy Headteacher

SALARY: L9-12

TEAM: Senior Leadership

REPORTS TO: Headteacher

ROLE PURPOSE

- Responsible for the day to day management of the vocational/technical learning centre and line manage appropriate staff.
- Be responsible for day to day Health and Safety of the vocational/technical learning centre.
- Responsible for the line management of Phase Leaders and to lead performance management/appraisal.
- Compile individual timetables for pupils and staff across the whole school ensuring that lesson coverage and staffing meets need.
- To work in collaboration with the Designated Safeguarding Lead and act as a Deputy Designated Safeguarding Lead. Uphold City of Rochester School policies to protect and safeguard pupils in order to secure their health, safety and wellbeing.
- To be responsible for departmental budgets.
- To lead teaching and learning of the pupils through effective delivery of access to and progression through the personalised curriculum for each pupil.
- Contribute towards the strategic development and direction of City of Rochester School.
- Ensure accurate reporting and recording by staff members of all matters relating to Health and Safety and student welfare in accordance with City of Rochester School policies and statutory guidelines.
- Demonstrate the vision and values of City of Rochester School in everyday work and practice, upholding the school ethos of challenge and support where all pupils can reach their full potential by maximising their engagement in and access to learning.

JOB DESCRIPTION



LEADERSHIP AND MANAGEMENT

- Be responsible for schemes of work and associated specifications
- Contribute to the evaluation of data – including pupil assessment, examination data against targets to identify strengths and areas for development.
- To assist the Headteacher in the formulation of whole school policies and procedures and to monitor and evaluate their effectiveness.
- Monitoring of staff workloads.
- Attending daily, weekly, and other departmental/subject area meetings.
- Cover for staff absence.
- Be responsible for the line management of Teachers and Support Staff within your identified area.
- Identify areas of outstanding practice fairly and robustly challenging underperformance relating to members of your team, and in collaboration with the Headteacher/School Leaders, put in place effective support and intervention measures to keep performance on track.
- Ensure that the Headteacher/School Leaders receive timely and accurate information relating to staff appraisals.
- Contribute towards new staff appointments, including induction and training.

- Contributing towards delivering Inset and other forms of professional development for whole school and curriculum areas.
- Contribute to school projects and programmes identified to develop the school to achieve its overall aims and objectives and implement its plans, policies and procedures.
- To communicate with parents/carers such as reviews, parents' evenings, and open days.

QUALITY OF TEACHING:

- Ensure outstanding teaching and learning across the curriculum for pupils in your class and classes under your curriculum area/department, as a result of team working and strategies. Through effective teaching, learning and behaviour support, ensure all pupils in your class make at least expected progress towards their academic and personal development targets and EHCP outcomes.
- Ensure that your own subject knowledge is thorough, including the teaching of literacy and numeracy and is promoted and delivered effectively in class enabling pupils to access a broad and balanced, appropriately challenging learning experience.

JOB DESCRIPTION



- Ensure that pupils access the timetabled curriculum and that lessons are exciting and challenging, inspiring every student to develop the skills and knowledge required to be an effective learner and achiever with a level of independence where appropriate.
- Demonstrate knowledge of how pupils learn and how this informs teaching strategies; regularly reflect on teaching, learning and general practice within your class to evaluate the effectiveness of your teaching and pupils' learning.
- In collaboration with the school team and, informed by assessment for learning data, plan weekly for your class in all lessons you are timetabled to teach and/or lead and share these plans with other adults involved in supporting learning in your class.
- Plan, support and promote the agreed balance of small group and intensive 1:1 teaching for each student the class across the curriculum.

MEETING DIVERSE LEARNING NEEDS/ PERSONAL DEVELOPMENT OF PUPILS:

- Work collaboratively with the team and external professionals to ensure individual programmes and behavioural interventions support pupils' access to curriculum broad, balanced and accessible curriculum.

- Promote the welfare of pupils and ensure that they are afforded every opportunity to thrive
- Promote curriculum continuity, consistency and personalisation, balance, differentiation and progression, taking into consideration pupils' prior attainment and individual education plans, for all pupils.
- Write and review risk assessments and arrangements for educational visits undertaken by pupils in your class.

TARGET SETTING AND STUDENT PROGRESS:

- Use assessment data effectively to set clear lesson objectives, weekly objectives and medium-term targets for all pupils within the class.
- Be responsible for leading the class team to ensure accurate and timely assessment, recording and reporting of student progress, including ensuring accurate and appropriate data collection systems are followed and used as an effective assessment for learning tool.
- Participate in effective and timely home-school communication, ensuring that parents and carers are kept informed and updated about their student's progress (and/or any challenges) and about the contribution they can make in supporting their child's learning.



JOB DESCRIPTION



- Support class staff to make accurate and meaningful assessments; track and report on progress - e.g., contribute to Annual and Termly reports of student progress and to target setting ensuring these are written to a high standard and completed to deadline.
- Be accountable for pupils' attainment, progress and outcomes in your class and that in classes that fall under your area of responsibility.
- Encourage pupils to be aware of their targets and how to achieve them.
- Know and understand how to assess different subject and curriculum areas, including statutory assessment requirements.
- Monitor the use of reinforcement and accurate marking – encouraging pupils to respond to the feedback to inform their learning, where possible.
- Ensure that pupils make progress towards their medium-term targets as identified in 'Teaching and Learning Meetings' and 'Student Progress Review Meetings' writing clear and accurate termly and annual reports as required by City of Rochester School policies and procedures.
- Ensure that student views are collected, analysed and reported on to inform' own views of their learning and experience of school.

- Promote and facilitate parental and carer involvement in their child's learning by making every effort to foster good relationships with all parents.

BEHAVIOUR AND SAFETY:

- To Lead and or support the Safeguarding team in ensuring all child protection issues are promptly dealt with and cases appropriately referred. This includes the review of school procedures and ensuring the provision of regular staff training in the identification of child protection issues and the requirements of the procedures to protect pupils.
- Contribute to the writing and review of Positive Handling Plans for pupils ensuring that all staff working with pupils in class are aware of and compliant with City of Rochester School policies and guidance around best practice in relation to Positive Handling and Health and Safety.
- Ensure that the school environment is well managed and that resources are used efficiently and safely.
- Ensure that any personal care and/or Health Care Plans needs take account of all relevant City of Rochester School policies.
- Carry out accurate and timely reporting and recording of student attendance and punctuality.

JOB DESCRIPTION



- Ensure that student details are kept updated on the school database.

SPIRITUAL, MORAL, SOCIAL, AND CULTURAL DEVELOPMENT:

- Ensure that all pupils in the class access additional learning opportunities including participation in school events and educational visits and school visitors to promote their spiritual, moral, social and cultural development.
- Organise and maintain a classroom environment that promotes pupils spiritual, moral, social, and cultural development: through display; a diverse range of teaching materials; well organised morning and afternoon PSHCE lessons; classroom routines, paired and small group work and play opportunities.
- Demonstrate an awareness of the spiritual, moral, social, physical and cultural development of each student and adapt teaching to support pupils' education at different stages of development.

ADDITIONAL:

- To take part in the life of the school community, to support its distinctive mission, vision, aims and values and to encourage staff and pupils to follow this example.
- Transport pupils between the vocational centre and City of Rochester School.
- Undertake any other appropriate responsibilities and duties that may be requested by the Headteacher.



PERSON SPECIFICATION

KEY: A = APPLICATION I = INTERVIEW R = REFERENCES	ESSENTIAL	DESIRABLE	EVIDENCE
EDUCATION LEVEL & QUALIFICATIONS			
Qualified Teacher Status and experience of teaching in an autism specific setting or a desire to teach in an autism specific setting	•		A
Educated to degree level	•		A
NPQML or NPQH or willingness to undertake	•		I
Clean driving licence plus business insurance	•	(D1 license desirable)	A
Teacher Reference Number (previously referred to as GTC Registration Number)	•		A
SPECIFIC KNOWLEDGE, EXPERIENCE & SKILLS			
Successful leadership & management experience in a school – at least 3 years	•		A,R,I
Line management experience	•		A,R,I
Experience of contributing to staff development	•		A,R,I
Involvement in school self-evaluation and development planning	•		A,R,I
Knowledge of the National Curriculum and a vocational background	•		
Demonstrable understanding of safeguarding and promoting the welfare of children and young people	•		A,R,I
Experience teaching, learning and assessment of pupils with SEN in KS2 – KS5 age range (within mainstream or specialist settings)	•		A,R,I
Demonstrable knowledge of excellent practice in curriculum planning, development, assessment, and evaluation of pupil progress including preparing pupils for externally accredited awards and qualifications and knowledge of the National Curriculum	•		A,R,I
Experience of managing assessment, recording and reporting	•		A,I
Good appreciation of health and safety in the workplace, E-Safety and Data Protection Principles and equal opportunities	•		A,I
Good understanding and proven experience of managing health and safety arrangements in the workplace, to include education off-site / beyond the classroom	•		A,I
Knowledge of school inclusion and the SEND Code of Practice	•		I
PERSONAL ATTRIBUTES			
A passionate, outstanding practitioner	•		I
Consistently high expectations for self and others (adults and pupils)	•		I
Evidence of excellent interpersonal and communication skills (both verbal and written) and appreciation of the importance of positive communication with parents and external professionals	•		I
Excellent organisational skills; able to balance conflicting priorities	•		I
IT literate	•		I
Physically and emotionally resilient with strategies and habits that sustain and develop this resilience	•		I
Flexible, adaptable, and calm under pressure	•		I
Good at planning and organising, with attention to detail	•		I
Good problem solving and decision-making skills	•		I
Understanding of the need for confidentiality and sensitivity	•		I
Understanding of how the role contributes to the overall operation and success of the school	•		I



HOW TO APPLY

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our retained consultant at Academicis, Tracy Laverack:

tlaverack@academicis.co.uk or 01223 907979 / 07554 118 997

Please email your application to, Tracy Laverack: tlaverack@academicis.co.uk

Closing date: Tuesday 20th February 2024

Shortlisting: Wednesday 21st February 2024

Interview dates: w/c 26th February 2024



Bradbury House,
View Road,
Cliffe Woods,
Kent
ME3 8UJ