

Applicant Pack

**EGERTON
ROTHESDAY
SCHOOL**

Head of ERS



Welcome

Thank you for considering an application for the post of Head at ERS. We hope that the information in this Applicant Pack will provide you with sufficient information to help your decision and give you an initial picture of the school.

Please feel free to ask for any further detail you would find useful and, of course, to set up an exploratory visit to see the school in action.

We have included with this document details of the Job Description and Person Specification – plus some details of how the school came about, grew and then developed its current focus. All of which we trust will give a more complete picture of ERS and the role.

We look forward to hearing from you if you think that ERS might be the school for you and that you have the skills and experience to help us take it to the next stage of its progress.

Cherry Martin (HR Director)

On behalf of the Board

Contact: cherry@eger-roth.co.uk

Overview of the school

Our history

The ERS story began in the 1980s when its founders, John and Heather Adkins, purchased two prep schools, both situated in Edwardian houses close to Berkhamsted town centre.

One of the buildings was sold a few years later to fund the purchase of the current main school site in order to develop a secondary school alongside the existing prep school.

In 2007 the whole school moved up to the Durrants Lane site.

This had spacious grounds, including playing fields, and also had room to allow for the development of new buildings across the campus for the transferred prep school pupils plus additional spaces for older pupils, specialist support and 1:1 teaching.

We also had more room for our small department offering support to pupils with special educational needs, in addition to the main primary and secondary schools. This later grew to have space for specialist therapist support and 1:1 teaching rooms.

As the needs of pupils began to change, the school decided to re-focus and build on its expertise in supporting pupils with SEN, with the aim that over time the school would take only pupils with additional needs.

Our vision

Our vision as a school is to transform the lives of children who have struggled, or would struggle, to grow and develop in a mainstream school setting because of barriers to learning caused by their additional needs.

We are a non-selective school with the facilities to provide targeted specialist support for each pupil, enabling them to access learning in the classroom and to make the best possible progress. We aim to provide a unique and relevant education for each student.

We believe that education should be focused on the individual and should be about preparing each child for life after school, not just pursuing academic subjects and exams.

We provide a broad, largely mainstream curriculum appropriate to the strengths and needs of our students and work with pupils to develop strategies which support their learning and enable them to take a range of academic and vocational qualifications.

We want each child to realise their individual potential and to be valued for who they are – and we want each member of our community to fully respect, and be respected by, others.

Our aim is to provide an environment where learning can flourish, enabled by excellent teaching and integrated specialist support, so that each pupil can develop the independence and confidence to achieve the best possible progress for them – and then to be ready for life after school.

Our pupils

ERS currently has pupils from year 3 to year 13, who come from a 30+ mile radius, many travelling on our own bus service. All ERS pupils have additional needs and most have EHCPs, issued by 10 local authorities, with whom we have good working relationships. The range of pupil needs includes:

- Specific Learning Difficulties, such as Dyslexia, Developmental Coordination Disorder (DCD), Dyscalculia and Dysgraphia
- Speech, Language and Communication needs
- Autistic Spectrum Conditions
- Attention difficulties, including ADD or ADHD
- Social and Emotional difficulties, including a growing number of children with emotionally based school anxiety (EBSA)

Many of our pupils have more than one area of need but, regardless of diagnosis, we view them all as individuals with a unique profile of strengths, interests and needs and our aim is to support them as individuals to gain in confidence and independence so that they can achieve the best possible outcomes.

Supporting our pupils

We provide a calm and secure environment in which pupils are taught in small classes by a team of highly-motivated staff who work hard to get to know the children well and understand their needs. Our staff are experienced in working with pupils with a range of needs and among the teachers are post graduate qualifications in Autism, Dyslexia and Dyscalculia. Staff training is delivered regularly by in-house specialists and visiting professionals.

Specialists also work with teaching staff and LSAs and train them in specific programmes and strategies to use with pupils so they can be implemented across the timetable.

Pupils at ERS also receive specialist provision appropriate to their needs, either individually or in small groups. Our trained and dedicated in-house specialist team at ERS is made up of

- Specialist teachers for Literacy and Numeracy
- Speech and Language therapists
- Occupational therapists
- Social and Emotional Development specialists

We also have a regular visiting physiotherapist who works with a small number of children and trains staff to implement physiotherapy programmes for them.

Our values

ERS was founded on Christian principles and retains a strong Christian ethos which underpins our whole pastoral care approach. We encourage children to learn about their community and about the beliefs of both Christian and other faiths. We share with them the need to be aware of others who are less fortunate than themselves and to contribute in some way to help such groups.

There are a number of specific strands of Christian input within the school. These include assemblies and RE lessons, plus church services to celebrate key Christian festivals, national or school milestones. Some of our other special events or groups also have a Christian focus e.g. the work of the Chaplaincy team.

Within this overall perspective provided by our basis and foundation the school welcomes pupils, parents and staff of all faiths or none, asking only that they are aware and supportive of the basis of the school.

Leadership

The day to day leadership and management of the school is the responsibility of the Head and Leadership team. They have the responsibility for all aspects of the school covering the education and care of the children, the administration necessary to support this and the management of buildings and other facilities. The aim of the Governing body is to support and challenge the Head in doing this so that the school continues to develop and provide the best possible education for each of its pupils.

Governance

The main areas of responsibility of the Governing Body are:

- Setting the vision, ethos and strategic direction of the school working with the Head and Leadership Team.
- Ensuring that the school's statutory and/or legal duties are met and ensuring the school is financially sound and that the finances of the school are managed effectively.
- Acting as "a critical friend", holding the Head to account for pupil progress and achievement through leadership of an integrated staff – curriculum teachers, LSAs and specialists. Including development of staff by challenging and strengthening leadership and contributing to the school's self-evaluation and its raising of standards;

The Governing body of the school is made up of the Board members of Egerton Rothesay School Ltd, working with and supported by two non-director Governors.

Egerton Rothesay School Ltd is the company that owns the school and is ultimately responsible for its operation.

That company is wholly owned by a registered charity - Egerton Rothesay, Registered Charity No: 1091089. The charity has five Trustees one of whom is also on the Board of Egerton Rothesay School Ltd.

Profits from the operation of the school, after investment in development and future growth, are paid to the charity by Egerton Rothesay School Ltd.

Job Description

School culture

- Work with the Board and Governors to promote and sustain a collaborative school culture that focuses on the individual needs of each pupil, with all staff working together to enable each pupil to thrive during their time at ERS, so that they can realise their full individual potential and develop the confidence and skills they need for life beyond school.
- Build on our, possibly unique, offering of a supported environment for learning. One that – by integrating on-site access to specialists and curriculum teaching - enables pupils with different needs to access a mainstream curriculum that would otherwise not be possible for them.
- Reflect and support the Christian ethos of the school in the day-to-day leadership and management of the school community and through the school's overall pastoral approach.
- Support and integrate the role and work of the school Chaplain and Chaplaincy team within the day-to-day life of the school and continue to develop the celebration of Christian festivals for pupils and parents in local churches or at the school.

Leadership

- Empower and support the Leadership and Senior Management team by delegating responsibilities to ensure effective day-to-day management and organisation across all areas of the school.
- Ensure all staff members are supported in their work, through the provision of clear expectations and guidance and promote their professional development by encouraging a sense of responsibility and accountability.
- Oversee the effective deployment of all members of staff. Ensure that fair, transparent and rigorous on-going appraisal is used to identify training needs and make the best use of individual staff abilities and strengths throughout the school.
- Provide effective leadership of teaching and therapeutic teams, ensuring an integrated approach across the school to support learning and maximise pupil progress.
- Create a school environment that is open to continuous change – finding and implementing ways both to improve the learning experience of the pupils and to increase the effective and efficient day-to-day running of the school.
- Enable all members of staff to feel valued as contributors to the pupils' development and progress during their time at ERS.
- Promote an environment in which staff are motivated and supported to develop their own skills and knowledge and to support each other: establishing a culture of openness as a basis for sharing best practice.
- Regularly review own practice and take responsibility for personal development.
- Set an example of excellent professional and personal standards at all times.

Job Description

Development and learning

- Ensure the school is a calm, well-ordered and secure environment where pupils and staff are kept safe from harm and in which pupils' individual needs are understood and supported by all those working with them.
- Ensure the provision of a school curriculum that:
 - enables pupils to make good progress according to their abilities
 - considers the pupils' individual needs
 - meets the changing needs of the pupils moving through the school
- Further develop and promote the integration of classroom teaching with targeted specialist provision and support to enable pupils to access the curriculum and achieve the best possible outcomes.
- This all within a timetabling structure that allows for the right balance between delivery of both curriculum and individual out-of-class support.
- Ensure relevant and consistent assessment of pupil progress as part of a continuous process which informs planning for future provision and learning.

Financial responsibility

- Work with the Board and Business Manager to ensure the financial stability of the school, taking responsibility for managing finances and resources astutely to maximise their value and use.
- Developing a skilled and motivated workforce, maintaining and enhancing the school site and facilities. Ensuring effective use of technology and other learning resources to create a stimulating and enriching environment for the whole school community.

Communication

- Develop and maintain positive working relationships across the whole school community and beyond, working with parents and professionals from other agencies to improve outcomes for all pupils.
- Establish links with other schools and fellow professionals to promote the school and to share and develop expertise.
- Communicate the school's aims, standards and expectations clearly and consistently to staff, pupils, parents - as well as outside agencies and professionals including representatives from Local Authorities.

Accountability

- Ensure collective responsibility with all members of the school community accepting that they are accountable for the contribution they make to the school's outcomes.
- Work with the Board and Governors to develop and implement strategic plans for the school.
- In accordance with the policies set by the governing body, ensure the school operates effectively within required regulatory frameworks and meets all statutory duties.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree or equivalent qualification 	<ul style="list-style-type: none"> • Post-graduate qualification in SEN • School Leadership qualification/training
Experience	<ul style="list-style-type: none"> • Recent experience as a Headteacher, Deputy Headteacher or similar leadership position in a school • Leadership and management experience in a school catering for a significant number of pupils with special educational needs • Significant experience of teaching and supporting pupils with a range of special educational needs • Demonstrable experience of successfully leading and motivating staff teams to improve outcomes for pupils • Experience of financial resource management in a school environment, including budget planning and financial management delivering good value without impeding outcomes for pupils 	
Knowledge and Skills	<ul style="list-style-type: none"> • Sound knowledge of what constitutes high-quality education and ability to lead and mentor staff to aspire to and attain the same level of understanding • Clear understanding of the potential barriers to learning that may be faced by pupils with special educational needs and how these can be supported by a range of professionals • Knowledge and experience of Safeguarding and Child Protection procedures and how to sustain a safe and secure environment for pupils • Ability to use data effectively to assess school performance and to identify appropriate strategies for school improvement 	
Personal Qualities and Skills	<ul style="list-style-type: none"> • Commitment to ensuring the best possible outcomes for all pupils within the school • Working with and through the whole staff team in a way that challenges and builds both individual and integrated working across the school • Ability to deal with complex or difficult situations calmly and effectively • Ability to give and take advice in a sensitive and reflective manner • Organised and able to work under pressure, prioritise effectively, delegate and manage workload • Ability to think and plan at a strategic level • Commitment to ensuring the school maintains and develops its distinctive Christian ethos • Have excellent written and spoken communication skills both in school and in public events 	

