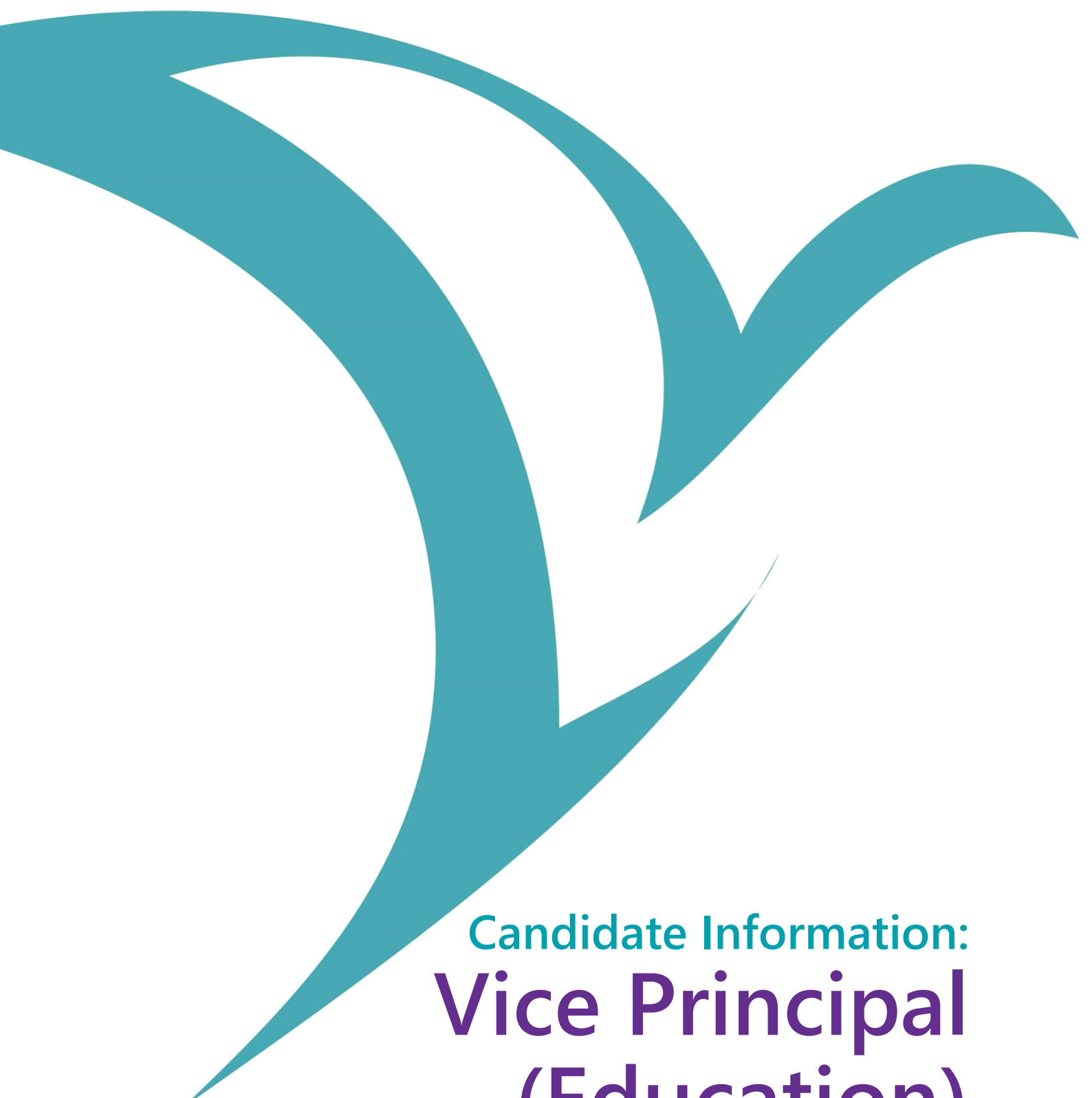




Valence School
enabling independence

Valence School
Westerham
Kent
TN16 1QN

www.valenceschool.com



Candidate Information:
**Vice Principal
(Education)**

Valence School



Introduction

Valence School is a foundation special school dedicated to supporting students with physical disabilities and complex medical needs. Our tailored, multi-disciplinary approach integrates education, therapy, and medical care, ensuring that every student receives the comprehensive support they require to thrive. With a focus on fostering independence, enhancing quality of life, and promoting personal development, we create a safe, nurturing environment where students can achieve their full potential.

Working at Valence School is incredibly rewarding, as you have the opportunity to make a profound difference in the lives of students who face unique challenges every day. Our dedicated and compassionate staff work closely with healthcare professionals, providing personalised care that supports both the physical and educational needs of each student. The sense of fulfilment that comes from helping our students grow, overcome obstacles, and celebrate their achievements is immeasurable.

If you're passionate about making a positive impact and want to be part of a supportive team, Valence School offers an enriching and meaningful career where you can truly see the difference you make.

**Matthew Strange, BEd (Hons) NPQH
Principal**

The role

Valence School is seeking a dynamic and experienced school leader for a new Vice Principal role as part of our Senior Leadership Team.

As a qualified teacher with a strong background in curriculum design and teaching and learning, you will lead the education team, ensuring collaboration across departments and high standards in student outcomes. You will play a key role in preparing the school for the new OFSTED framework and contribute to the school's strategic direction.

The role also includes senior on-call duties, with a weekly sleep-in shift on-site.

While experience in a SEND setting is desirable, it is not essential. This is therefore an exciting opportunity for candidates with experience in either specialist or mainstream settings who are ready to take on a new challenge in a supportive leadership environment.





Rationale


We believe that achievements and outcomes for our students are not related to their age but should be set against their needs and their individual aspirations and goals.

This means that our students require a curriculum that is broad and delivered using approaches that address students as individuals. We are aspirational so our curriculum offer is flexible and close monitoring ensures that students are well matched to their pathway.

Resilience and independence are key features of learning and we ensure that all pathways offer suitable challenges and opportunities for students to take charge of their own learning. We believe that learning should be stimulating and interesting and strive to ensure that all pathways offer rich learning and strong, relevant, experiences.

Curriculum Structure

In order to provide students across Valence School with experiences that are interesting, challenging and relevant, and to identify opportunities for progression, we have adopted a curriculum approach and structure with 3 broad levels: pre-formal, semi-formal and formal. These levels are not defined by age but by need and achievement; students may therefore move from one level to the next at any point in their school career.



Learning Pathways

Aims

Rooted in the documents such as the SEND Code of Practice, The Rochford Review and the National Curriculum, we can express Valence School's curricular vision and learning ethos as follows:

The Valence Vision:

To provide all students that attend Valence School with a curriculum pathway that meets their intellectual, physical, social and emotional needs. Working together with families and a wide range of support agencies, we ensure that students within each curriculum pathway are valued, supported and challenged to do their very best in preparation for the next stage of their learning and life.

To do this, we work as a whole school team striving to create a distinct identity for each curriculum pathway. Central to everything we do and key to the success of each curriculum pathway is our:

Learning Ethos:

- **Respectful learners** - Valence students are taught to respect the rights, needs and views of others. To create an environment where support for each other is commonplace and everyone feels that they belong.
- **Resilient learners** – Valence students are encouraged to take risks and view failure as a good thing. To not to give up easily and always try their best.
- **Independent learners** – Valence students are given guidance to oversee their own learning. They are provided with a wide range of support to enable independence in all aspects of school life.
- **Positive learners** - Valence students are challenged to focus on what they 'can do' to develop as an individual, and not what they 'cannot do' because of their disability.
- **Passionate learners** - Valence students are encouraged to find and develop their own range of interests and to express themselves as they wish in support of their learning.





Pre-formal approach (STAR, COMET & KELLER CLASSES)

Students at very early levels of development (typically assessed at P1-P4) access a curriculum that enables them to develop a sense of security in the school environment, to establish positive relationships with familiar adults, to explore the world around them using their sensory and physical capabilities to the full and to establish behaviours through which they can communicate with other people.

Semi-formal approach (SIMMONDS CLASSES)

Students following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through structured exploration; others will learn more effectively through functional activities, and yet others will respond to a topic-based approach. The curriculum content broadly corresponds to the ground covered within the National Curriculum, but the teaching approach will reflect the age and learning needs of the students.

Older students working at the semi-formal level may be entered for Entry Level exams or for ASDAN qualifications.

Formal approach (HAWKING CLASSES)

Students following our formal curriculum access the range of National Curriculum subjects for their Key Stage, modified considering their special educational needs. As the term 'formal' implies there is a high level of structure. However, we avoid making this curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.

Older students working at the formal level will be entered for Entry Level, GCSE's and A'level examinations following the appropriate syllabus.

VICE PRINCIPAL (Education)

**Leadership Range: L15 - L20 (Fringe) £71,665 to £80,857
plus Non-Resident Deputies Allowance £8,604**

Responsible to: Principal
Responsible for: Education Team

Job Description

Job Purpose

- Secure excellent outcomes for children and young people.
- Contribute to overall strategic leadership and, with others, lead, develop and support strategic direction, vision, values, and priorities of the School.
- Develop, implement, and evaluate the School's policies, practices and procedures.

Main Duties and Responsibilities

- Support the Principal and deputise in the Principal's absence
- Ensure that students and safeguarded at all times, fulfilling a designated safeguarding role in the School and contributing to overall safeguarding policies, practices and management.
- Undertake weekly on-call sleep-in duties (one night per week term time).
- As a member of the Senior Leadership Team (SLT) provide leadership for teaching and learning throughout the School to ensure that it delivers School Development Plan priorities.
- Lead and manage the Education Leadership Team (ELT) to ensure that teachers, teaching assistants, class and support staff set high expectations which inspire, motivate and challenge students.
- Lead and manage the ELT to ensure that teachers, teaching assistants, class and support staff secure good progress and outcomes by students including, if required, the chairing of Education, Health and Care Plan Reviews, to ensure that students' progress and development is carefully reviewed and that effective plans and outcomes are established for the future.
- Lead and manage the ELT to secure the development of the curriculum using systematic and rigorous monitoring and evaluation in order that it provides high quality teaching and learning opportunities, meeting statutory requirements and the individual special educational needs and aspirations of students.
- Teach, as required.
- Lead and manage the ELT to ensure that teaching responds to the strengths and needs of all students.
- Lead and manage the ELT to ensure that procedures relating to assessment, recording, reporting and target setting are followed so that all students are sufficiently challenged and their progress monitored in order to secure the highest standards of learning and achievement.
- Lead and manage the ELT to ensure that behaviour is effectively monitored and that good and safe learning environments are maintained at all times.

Vice Principal (Education)

Job Description



Main Duties and Responsibilities

- Lead and manage the ELT to ensure the effective development of staff, including the review of staff performance and staff supervisions, and monitor performance management and supervision systems and processes to ensure that staff are sufficiently supported, enabled and challenged.
- Lead and manage the ELT to ensure the participation of staff in relevant continuing professional development and deliver training to enable staff to meet performance objectives, the aims of the School and to secure high quality teaching and learning.
- Contribute to the annual review of the School's work and assist in the formulation of policies, protocols and procedures to enhance learning, social care and independence opportunities for students, their standards of achievement and personal development.
- Lead and manage the ELT to plan the budget and resources in order to ensure that these support high quality teaching and learning and the progress, development and achievement of all students.
- Ensure that communication with students, staff and parents is effective.
- Promote harmonious working relationships in the School and ensure that interdepartmental communication and joint working, within education and with other teams, is efficient and effective.
- Together with the SLT implement any changes within the school as required by KCC.
- Attend meetings of the Governing Body and produce reports and make presentations to them as required.
- To pro-actively observe and comply with all school policies and procedures relating to child protection, equality and diversity, health, safety and security, confidentiality and data protection reporting all concerns to an appropriate person.
- Other duties commensurate with the role as required.

Vice Principal (Education)

Person Specification

Qualifications, Knowledge, Skills, Experience, Attributes

Qualified teacher status	Essential
Additional professional qualification	Desirable
Comprehensive knowledge of current general education and special educational legalisation and policies	Essential
Knowledge of how to develop effective teaching and learning	Essential
Extensive knowledge of students' special educational needs and disabilities	Essential
Comprehensive knowledge and understanding of safeguarding	Essential
Excellent planning and organisational skills	Essential
Excellent skills to analyse and evaluate problems and issues in relation to teaching and learning and to plan and implement effective solutions	Essential
Excellent communication skills and ability to form and maintain productive professional relationships and gain the cooperation of others	Essential
Ability to develop ideas and innovations for teaching and learning and lead developments to successful conclusion	Essential
Ability to prioritise work and manage and balance operational and strategic objectives	Essential
Ability to coordinate whole school priorities for teaching and learning, managing the review of the curriculum, staff performance and students' progress	Essential
Ability to make strategic decisions related to whole school and wider student needs covering areas beyond teaching and learning	Essential
Ability to make tough decisions and see them through	Essential
Recognition of own accountability and ability to ensure that other staff are held to account for what they do and are responsible for	Essential
Ability to confidently delegate tasks and decisions and empower others	Essential
Attributes: Optimistic and positive Resilient Honest with complete Integrity Confident Committed and passionate Creative and innovative Empathetic Effective and sound judgement Conscientious, persistent and consistent	