



Danecourt
School

Danecourt School

Candidate Information Pack



Maritime
Academy
Trust



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Dear Applicant,

Firstly, I would like to thank you for the interest you have shown in working at Danecourt School. Danecourt is an ambitious school for children aged 4-11 years with severe and complex needs. Many of the children have a diagnosis Autistic Spectrum Disorder (ASD). Some have Severe Learning Difficulties (SLD) and in addition, some children may also have speech, language and communication needs, physical difficulties, multi-sensory impairments. All the children attending Danecourt have an Education, Health and Care Plan (EHCP).

There are currently 257 children attending the school which is based across three sites. The largest site, Danecourt@Gillingham caters for approximately 195 children. In addition we have a satellite at Featherby Primary School for our children within the Early Years and a satellite at Bligh Primary School for some of our key stage 2 children.

Danecourt was last inspected in November 2024 when Ofsted reported that evidence gathered during the ungraded inspection suggested that the school's work may have improved significantly across all areas since the previous inspection in June 2019 (<https://files.ofsted.gov.uk/v1/file/50263964>). The report highlighted that 'Expectations of what pupils can achieve are very high here. Despite the many barriers pupils at this school face, their personal and academic achievements are impressive' and that 'Teaching assistants impact positively on pupils' learning'.

Danecourt@Gillingham and Danecourt@Featherby are located just off the A2 in Gillingham and Danecourt@Bligh is located in Strood, just minutes away from the M2. All sites have excellent transport routes and are located on main bus routes as well as being approximately 2 miles away from Rainham and Gillingham train stations.

Danecourt is part of the Maritime Academy Trust. Maritime consists of 12 primary schools across Kent and the London. It is the Maritime's mission "to empower schools with the means to drive greater and more enjoyable outcomes for children".

I hope that you find this candidate pack useful and I urge you to look on our website (www.danecourt.com) for further details about the school. If you would like further information about the post or would like to arrange a visit prior to submitting your application, please contact the main school oce – info@danecourt-maritime.org or 01634 232589.

I look forward to receiving your application.

Cathryn Falconer
Headteacher



Welcome to Danecourt

At Danecourt our mission is to provide all children with a “stimulating learning environment where every individual is valued, respected, safe and successful”.

The dedicated, enthusiastic and highly trained staff teams maintain high expectations of what each individual child is able to achieve, striving to ensure that they all achieve their maximum potential; celebrating difference and encouraging curiosity and creativity. All children receive a personalised curriculum tailored to meet their specific needs.

Staff work collaboratively with families and a range of other agencies in order to meet the children’s needs and as a result, they make strong progress academically, emotionally and socially. The children’s achievements are hugely valued and celebrated in a manner that is meaningful and appropriate for each pupil.

Danecourt Values



Danecourt Photo Gallery



What the children say about Danecourt

"I like my teachers because when I find something hard they help me"

Amelia

"I like the teachers and learning too. I like everything"

Bobby

"Maths is good because I like counting and numbers"

Hayden

"I like playing with my friends"

Lexie



What the children say about Danecourt

"My favourite thing about school is school!"

Kenny



"I like learning about maths and counting"

Olivia



"I like learning about dinosaurs. We made dinosaur fossils"

Dylan



Maritime Academy Trust

Maritime is a charitable education trust with schools across London and the South East and led by the CEO – Nick Osborne.

As an education charity, Maritime are fully committed to advancing education for the public benefit. It is our mission to empower our schools with the means to drive ever greater and more enjoyable outcomes for children.

This is done by seeking out the intersection between logic and magic; between the knowledge children need, the skills that will enable them to navigate a future world of work that doesn't exist yet, and a journey through education that will stick with them as they grow.

Our Maritime Entrepreneurial Curriculum brings this all together, weaving essential skills and knowledge into a thematic approach to learning that is embraced by all of our schools. It culminates with our Maritime Expeditions: child-led learning showcases that demonstrate how children have found solutions to real-world challenges.

Like our name suggests, Maritime draws on the heritage of our original Greenwich home. We are explorers and adventurers who believe that our community grows stronger the more people we meet and the more we learn from them. Our whole approach to what we do, our whole mindset, is that through strong collaboration we can most effectively spark innovation throughout our schools. Collaborate, Innovate, Educate.

We are very proud of how we work together, approaching everything through the lens of our Maritime Behaviours, the ways of working that build towards our vision and make it enjoyable to be a part of the team.

As an employee of the Maritime Academy Trust you can expect:

- a positive working environment
- national terms and conditions
- tailored programmes of CPD with cross trust development opportunities
- a generous package of staff benefits.

You can find out more information about Maritime Academy Trust on the [website](#).

Staff Benefits

The Maritime Academy Trust is able to provide our children with a phenomenal education because we employ the very best Teachers and Support Staff, who share our vision, values and behaviours. We want our employees to feel valued and offer a competitive package of benefits.

Your Maritime Benefits

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National Terms & Conditions



Mental Health First Aiders



Enhanced maternity & paternity benefits



CPD & Progression opportunities



Early salary access & financial advice



Interest free Travel Work Loans



Access to face to face counselling sessions



Annual Flu Vaccinations



Eyecare Vouchers



Local Government & Teachers Pensions Schemes



Cycle to Work Scheme



Comprehensive Employee Assistance Programme



Application Guidance

Thank you for your interest in working with the Maritime Multi-Academy Trust. This Application Guidance has been developed to help you to complete your application. Please take a few minutes to read through the information before filling out the application form.

Your application will be your first point of contact with the Trust and the school you would like to work with. The content of your application will determine whether or not you will be invited to interview, therefore it is essential that you complete it as fully as possible. We will not make any assumptions about your abilities and do not take into account any previous applications.

CVs are not acceptable in the place of a completed application form and all candidates are required to address the criteria on the person specification for the post. However, you may submit a CV in addition to your completed application form.

Personal Details

Enter fully and clearly your name, address and telephone number(s) so that you can be easily contacted in the event that you are shortlisted to attend an interview.

Employment

State clearly your current or most recent employer's name and address. Include details of the post held and (if applicable) reason for leaving.

Previous Employment

Enter names and addresses of all previous employers, starting with the most recent. You can also include work experience placements, holiday jobs or voluntary work in which you have developed skills relevant to the job you are applying for. It is very important that you complete this section in chronological order, and detail accurately any gaps between employment and other activities.

Education

Provide full details of your education at secondary level and above along with details of degrees/diplomas and any other qualifications, including those that you are currently studying for. Make sure you give all the information required, including levels and grades of any examinations taken. If a required qualification has been specified for the role, make sure you give all the information required and levels of any examinations taken. You will be expected to provide documentary evidence if you are invited for an interview.

Supporting Statement

This section is very important. It gives you the opportunity to detail why you feel you are the best person for the job and why you are applying, and is the key information that is used for shortlisting. Before completing this section refer to the Job Description and Person Specification for the role.

Application Guidance

Focus on how your skills, knowledge and experience meet each role requirement, detailed in the person specification giving specific examples. In completing this section you may refer to both paid and voluntary work and your experience within any school or any relevant experience outside work.

Referees

Provide the names, addresses and email addresses of two people who are willing and able to provide references in support of your application. One of these must be your current (or most recent) employer.

If you are an ECT We suggest you ask the Headteacher of your most recent placement and your university or college tutor, as they will be able to comment upon your teaching skills.

If you are not currently working with children but have done so in the past, the second referee should be the employer by whom you were most recently employed in work with children. Please note that family members, friends and relatives are not acceptable referees.

Referees will be asked about past disciplinary actions or allegations excluding those that were deemed to be unfounded, unsubstantiated or malicious when assessing your application.

If you are subsequently made a conditional offer of employment, further information may be sought about health and absences.

Eligibility to Work in the UK

If you are selected to attend for an interview you will be asked to provide documentary evidence of your right to work in the UK.

Declarations

If you are appointed, you will be required to complete an Enhanced Disclosure and Barring Service (DBS) application. The DBS will provide a report to you confirming whether you have any history of criminal convictions, including cautions and bind-overs.

All posts in schools are exempt from the Rehabilitation of Offenders Act 1974; this means you must declare all convictions, including those that would normally be regarded as 'spent'. The existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.

We need to know if you have a close relationship with and/or are related to any employee, governor or anyone else connected to the school, in order to ensure a fair selection process.

If you have a disability please provide details of any adjustments that you will require if shortlisted for an interview. Any details you provide regarding a disability will be dealt with sensitively and will only be disclosed to staff involved in the selection process when it is considered appropriate and necessary.

Application Guidance

Submitting Your Application Form

Before submitting your application form ensure that you take time to read it through to check for any errors, gaps in employment history and fully completed referee contact details. You may find it useful to keep a copy of your submitted application form to refer to if you are short listed for the post you are applying for. Your completed application must be submitted before the specified closing date.

Next Steps

You will be notified as to whether you have been shortlisted to attend an interview. It is the policy of the Trust that feedback is not provided to candidates at the shortlisting stage

Online Checks

In line with KCSIE 2024 guidance, as part of the shortlisting process, the Trust reserves the right to conduct an online search on shortlisted candidates as part of our due diligence and to share any pertinent information found concerning a candidate's suitability to work with children with Hiring Managers to be discussed at interview stage

Safeguarding

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children. See our policy statement on the recruitment of ex-offenders

Maritime Academy Trust is committed to recruiting with care and safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

A copy of our recruitment of ex-offenders policy can be [found here](#)

[A copy of the Maritime Child protection and safeguarding policy can be found here](#)

If you are shortlisted you will be asked to complete a Criminal History declaration form.

Privacy

A copy of our privacy statement for job applicants can be [found here](#)

Diversity

Maritime Academy Trust embraces diversity and equal opportunity in a serious way. We are committed to building a team that represents a variety of backgrounds, perspectives and skills. The more inclusive we are, the better our work will be.

Job Description

Job Title:	Specialist Speech and Language Therapist
Grade:	Medway PO1 (27 -37)
School/Team:	Danecourt Primary School
Reporting To:	Lead Speech and Language Therapist

Core Purpose

The post-holder will be an experienced therapist who has worked within special school settings, with children with complex needs. The Therapist will have specialist skills and will use and build on these existing skills to independently manage and have day to day responsibility for a caseload of children. He/ she will work full-time at Danecourt Special School. You will independently assess, treat and evaluate the skills of children with a wide range of communication needs and will have experience of AAC and has Dysphagia training. You will provide training to enable parents and other professionals to support children's language and communication needs, and has the skills to work collaboratively in the classroom with Education colleagues.

Specific Responsibilities

To identify, assess and diagnose a wide range of speech, language and communication impairments and provide effective evidence based treatment.

To make a differential diagnosis on the basis of evidence from assessment, and design appropriate treatment based on analysis of profile of need seeking advice as appropriate.

To ensure the voice of the child and the family is reflected in all aspects of care and decision making.

To have appropriate knowledge and experience of AAC.

To assess and develop intervention and support plans for children with dysphagia.

To work closely and collaboratively with colleagues in schools to develop communication friendly environments, developing universal and targeted support strategies.

To participate in the development and delivery of training (formal and informal) to others with and without support and reflect on and evaluate training provided.

To have knowledge of and contribute to the EHCP process within the given timescales, including preparing reports with outcomes and targets for annual reviews as required.

To triage new referrals into the service and reject or accept these based on service criteria, including skills in discussing potential referrals with referrers.

To provide second opinions and shadowing opportunities for less experienced colleagues, as required.

To seek out second opinions from more experienced colleagues as required.

Independently take students on placements for clinical teaching and supervision.

To support and take part in the induction and training of new staff to the school.

Job Description

Communication

To work collaboratively and liaise with a wide range of professionals across a variety of locations and agencies.

To attend and report to Annual review, In-school review meetings, as well as MDT meetings for children on the caseload, agreeing/ negotiating management, including the setting of agreed communication targets.

To attend and participate in professional meetings and other relevant meetings.

To present and communicate complex condition- related information in such a manner as to motivate and inform patients, carers, families and members of the multi- disciplinary team/other professionals, agreeing decision- making relevant to the child's needs.

To communicate effectively with children where difficulties in understanding exist, using observation, listening and empathy.

To use good interpersonal skills to listen well and counsel children and carers, so providing support and empathy without prejudice.

To use negotiation skills to manage conflict as needed across a range of situations.

To use clinical skills to generate written reports reflecting specialist knowledge.

To establish and maintain positive interpersonal relationships with other staff which are characterised by open communication, trust and respect.

Human Resources

To independently access appraisal and clinical supervision ensuring the objectives set reflect the school and Trust plans.

To identify personal/professional development aligned to the services' needs.

To attend relevant training (courses, meetings, CENs) and development in order to maintain and develop skills and knowledge required.

To actively participate in reflective clinical supervision with peers/ clinical supervisor in order to develop and enhance practice.

Research and Development Activity

To undertake whole school and class based projects within the main school and at our Satellite classes.

To participate in any departmental research and clinical governance/ audit projects.

To collect and provide research data as required

To demonstrate clinical effectiveness by use of evidence based practice and outcome measures.

Clinical and Practice Governance: To be aware of and adhere to all trust policies and processes including:

Safeguarding

Behaviour policy

Ensuring understanding and adherence to Trust health and safety requirements, including attendance on mandatory training courses.

Working health and safety guidelines and being responsible for the security care and maintenance of equipment, including equipment loaned to children.

Maintaining professional registration.

Job Description

Additional information

The post involves working with small children- there is a frequent requirement for sitting on child- size chairs or on the floor in a restricted position.

To transport equipment required for sessions or training, to a variety of locations.

To be flexible to the demands of the environment including unpredictable work patterns and sudden change in children's needs.

To maintain sensitivity at all times to the emotional needs of children with special needs, learning disabilities and/ or communication difficulties and their carers.

To demonstrate standard keyboard skills and use IT effectively to extend and complete programmes and activities.

To have the ability to travel between our main site in Gillingham and our satellite school in Strood.

Person Specification

Job Title:	Specialist Speech and Language Therapist
Grade:	Band 6
Academy/Team:	Danecourt Special School

Method of Assessment: AF = Application Form, T = Test, P = Presentation, I = Interview

Shortlisting Criteria: Essential criteria assessed via application form should be used to shortlist.

Criteria	Method of Assessment	Essential/ Desirable
Professional Qualifications		
Recognised S< Degree or equivalent	AF	E
Health Professionals Council Licence to Practice	AF	E
Registered member of Royal College of Speech and Language Therapists.	AF	E
Evidence of successful completion of specialist courses in Dysphagia and AAC	AF/I	E
Knowledge of legal requirements, national policies and procedures which may affect practice	AF/I	E
Experience and Skills		
Demonstrates a well- established knowledge of a range of clinical disorders, assessments and appropriate therapeutic interventions in specialist field.	AF/P	E
Relevant experience working in a special school setting	AF/I	E
Experience of implementing projects with class-based and whole school strategies.	AF/I	D

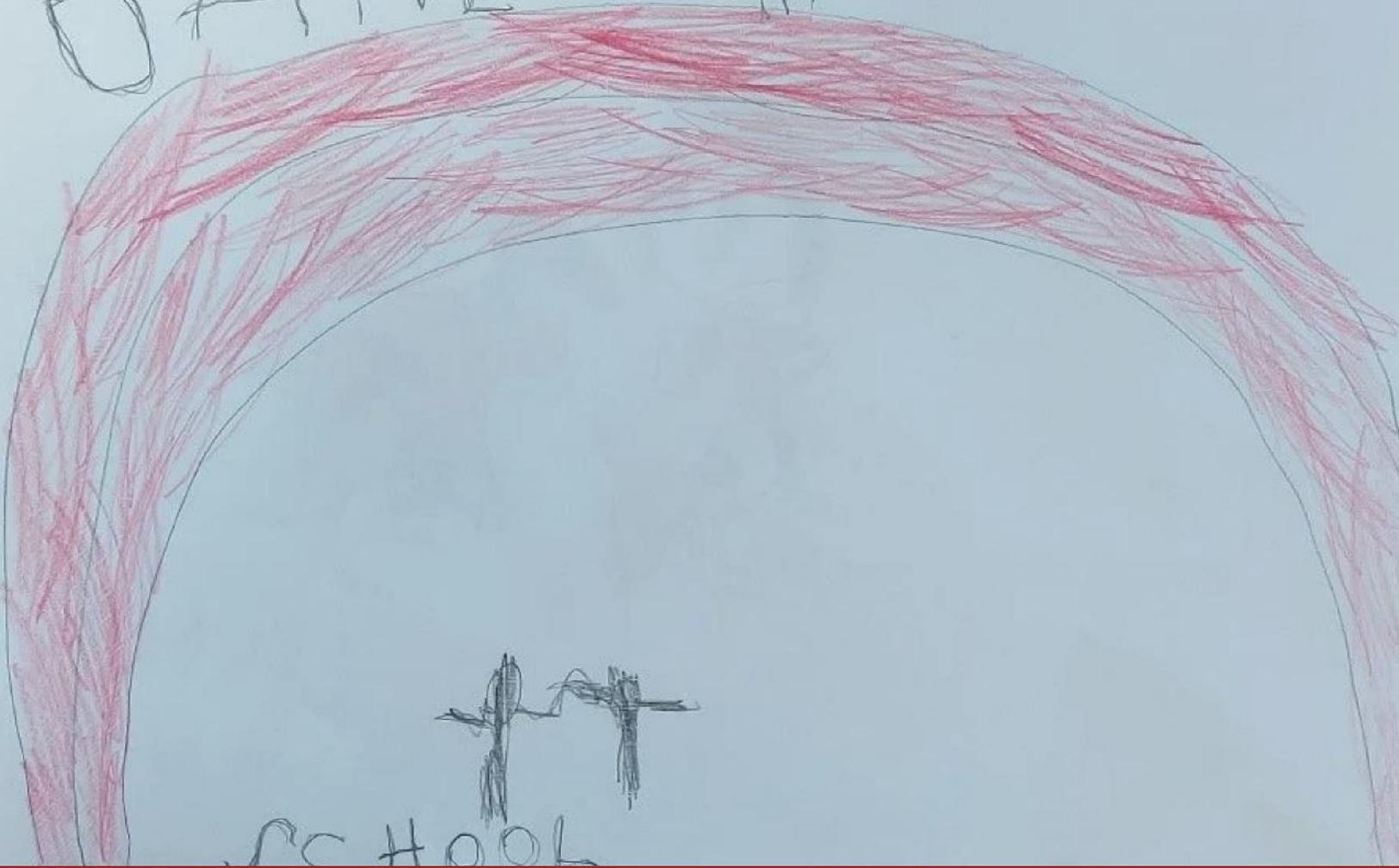
Person Specification

Experience of working with individuals and with groups of children.	AF/I	E
Knowledge and understanding of ASD/children with significant special educational needs.	AF/I	E
Literate in IT/ Computer skills and use of Symbol programmes	AF/P	E
Demonstrates a positive approach to problem solving	AF/I	D
Knowledge of educational and clinical issues/ developments relating to children.	AF/I	E
Able to communicate effectively with children with complex communication problems where difficulties with understanding and engagement exist.	AF/I	E
Able to convey complex information clearly to patients, carers and other professionals both in verbal and written form.	AF/I	D
Able to recognise potential breakdown and conflict when it occurs and to seek advice and support as necessary to resolve it.	AF/I	E
Able to plan organise and prioritise own workload, clinical and non- clinical	AF/I	E
Able to work independently and as part of a team	AF/I	D
Has an inclusive approach, promoting involvement and engagement.	AF/I	E
Able to maintain sensitivity at all times to the emotional needs of children and their careers, in particular when imparting potentially distressing information regarding the nature and implications of their difficulties	AF/I	E
Able to form productive relationships with others who may be under stress and/or have challenging communication difficulties.	AF/I	E
Accepts responsibility and accountability for own work		

Person Specification

Recognises the limits of own authority within the role	AF/I	E
Seeks and uses professionals support appropriately	AF/I	E
Understands the principle of confidentiality	AF/I	D
Demonstrates professional curiosity		
General		
Commitment to the highest standards of child protection and safeguarding.	AF/I	E
Commitment to contribute to the strategic goals of the School and Trust.	AF/I	E
Understanding of and commitment to the Trust's/School's equal opportunities policies and ability to put into practice in the context of this post.	AF/I	E
Understanding of and commitment to the Trust's obligations in respect of the General Data Protection Regulations (GDPR) 2018. A	AF/I	E
Flexibility to work across all three sites in Gillingham and Stroos.	A/F	E
Full Driving Licence and access to own vehicle (unless you have a disability as defined by the Equality Act 2010.	A/F	E

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Contact Us



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Please apply online via
the link below



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