

**Application Pack**



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**Letter from the Principal**

Dear Applicant

Thank you for your interest in working with Meadowfield School and Ascend Specialist College.

Meadowfield School, judged to be outstanding in all areas by Ofsted (March 2019), is proud of all of its work including:

* Our highly regarded inclusion and outreach service which supports all schools and settings throughout Swale, comprised of Meadowfield Inclusion and Development Centre (MIDAS) and our team of Specialist Teachers
* Achieving the Leading Parent Partnership Award (LPPA)
* Being a founding member of the Kent Special Educational Needs Trust (KSENT)
* Achieving the Investor in Diversity Award
* Membership of Collaborative Learning Alliance of Special Schools (CLASS) as a Teaching School leading on continuing professional development
* Collaborative work with the Kent Association of Special Schools (KASS)
* Being recognised as 2015, 2016 and 2017 Kent Literacy Champions

Meadowfield School has talented pupils and students, skilled and caring staff, a committed Governing Body and supportive parents and carers.

We have been working very hard to develop our provision for young adults aged 19-25 (Ascend specialist college) and this will open in September 2021. Although you will be employed by Meadowfield school, your place of work will be Ascend specialist college.

You can find more information about Ascend and Meadowfield school in this pack. If you would like further information about the post or would like to arrange a visit prior to submitting your application, please contact our HR Assistant, Sarah Goodwin: hr@meadowfield.kent.sch.uk/ 01795 477788- option 3.

Application is through Kent Teach and please note that CVs **will not** be accepted.

I look forward to receiving your application.



**Jill M. Palmer**

**Principal**

**Meadowfield School**

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**Welcome**

**Meadowfield School**

Meadowfield School is the District Special School for Swale located in Sittingbourne and currently has around 350 pupils with profound, severe and complex needs including autism.  We are comprised of the following:

* **Lower School Department** comprised of:
  + **Early Years** (50 pupils – 4 classes) including our **Observation and Assessment Nursery**, Honey Bees and
  + **Extended IMPACTS Department** (163 pupils – 16 classes)
* **IMPACTS Department** (23 Pupils – 3 classes)
* **Subject Led Learning Department** (100 pupils – 7 classes)
* **6th Form** (42 pupils – 5 classes)

Approximately 47% of our pupils have a primary need of Autistic Spectrum Disorder (ASD), approximately 34% have a Severe Learning Difficulty (SLD), and approximately 10% have a Profound Multiple Learning Difficulties (PMLD). In addition, pupils may have speech, language and communication needs, physical difficulties, multi-sensory impairments and social, emotional and mental health difficulties.

We offer support, training and advice to schools, nurseries and settings throughout Swale through our Specialist Teaching and Learning Service (STLS) and through our Meadowfield Inclusion Development and Support Centre (MIDAS).

Meadowfield is a modern, purpose built school designed to enable easy access to all of our facilities and we will see significant expansion over the next several years.

We are an ambitious school that celebrates the success of each individual.

What we are most proud of, however, are our pupils who make outstanding progress over time from their starting points and who are well prepared for their next stage.  The staff of Meadowfield (245 staff members) are highly skilled, dedicated, enthusiastic and have high expectations of what pupils can achieve.

*‘Senior leaders and staff share [a] passion and, together, are determined to unlock the potential in every pupil… to ensure that your pupils have the capacity to achieve the best possible outcomes, both at the school and in their future lives.’*

Ofsted, March 2019



We are a specialist college, set up to provide young adults with SEND with employability and independence skills.

Although we have been set up in collaboration with Meadowﬁeld school, we are a completely separate institution with our own governance and ﬁnancial structure.

Our aim is to get our learners into employment and ensure that they are meeting their potential and leading fulﬁlled adult lives.

We will provide key employability and independence skills, ensuring that our learners are prepared for adulthood.

We will provide transitions planning and advice on career, housing and health issues.

We will provide our learners with some form of employment when they leave us, enabling them to lead as fulﬁlled an adult life as possible.

We will offer a ﬂexible 3 year programme of accreditation, leading to employment or further education.

We will deliver education and training through the running of a fully functioning catering business. This business will also beneﬁt our local community, addressing issues such as food poverty.

We will also provide work experience tailored to our learners and any areas of interest that they may have.

We have an excellent understanding of providing outstanding outcomes for young people with SEND.

Partners in our local community

We are keen to make links and form good working relationships with companies who share our values.

Currently we are working with;

● Cook

● Fenner Frost Foundation

● One Stop

● Southern Co-Op



**Community, Aspiration, Resilience, Equality (CARE)**

At Ascend, everything we do will be underpinned by our core values.

Community will be at the heart of everything we do-we will address social issues such as food poverty, isolation and loneliness by using our catering business to support people in our local community. We will have high aspirations for our learners and will support them to achieve employment so that they can lead fulﬁlled adult lives. We will develop their resilience skills so that they are able to cope in an ever changing world. Finally, we feel strongly that they are entitled to equality of opportunity, regardless of their disability, and will work hard to make sure that this is the case.

**Our mission**

“Empowering learners to meet their potential and making a difference in our community.”





**Staff Benefits**

We understand what an important role our staff play in the creation and development of our learning environment. All staff at Meadowfield School are eligible for a range of financial and personal benefits, designed to enhance your day to day working life.

**Benefits include:**

* A thorough Induction provided to support new staff members.
* Continuous Professional Development and Training, including access to a complete catalogue of eLearning through the online service MyAko.
* Coaching sessions for Teachers.
* Wellbeing activities, including Gong Therapy and Yoga and use of the school gym.
* Kent Rewards, which provides a range of discounts and cash-back for many well-known brands.
* Our Employee Assistance Programme, provided through Validium, which offers free and confidential support for employees (by telephone or online). Includes counselling support, support with conflict and relationships, health and wellbeing, legal information, child and elder information, money and debt support and signposting to specialist agencies.
* Automatic opt-in to either the Local Government Pension Scheme, or the Teachers’ Pension Scheme.
* Effective Administrative Support.
* Financial Incentive packages.

**Guidance on completing the Application Form**

The application form will form the basis for shortlisting. It is important therefore, that all information relating to your application must be included on the application form.

For reasons of consistency and fairness in selecting shortlisted candidates, CV’s **will not** be considered. A brief covering letter is acceptable but this will not be considered as part of your application so it should not be used to provide further detail of your experience.

Please complete all sections of the application form using the job description and person specification as your guide. The person specification describes, for example, the skills, qualities and knowledge that we require from the successful application and will be used as a basis for shortlisting. Please also use this person specification as the basis of your personal statement.

**Present and Previous Employment**

As part of the school’s safer recruitment procedures, we will need to see a **full employment history**. All relevant work experience including part-time work, temporary jobs or voluntary work should be included. Please provide a short explanation of any career breaks that you may have had. Ensure that the information is provided in chronological order with the most recent first.

**Continuing Professional Development**

Please give details of significant aspects of your continuing professional development over the last three years.

**Personal Statement (Reason for Application Section)**

Please note that more successful applicants will use this section to:

* Use the person specification and job description to explain how your own skills, personal qualities and experience are relevant to the post.
  + Provide clear evidence of your relevant skills, personal qualities and experience by describing specific examples from your past practice and experience when you have demonstrated these attributes.
  + Clearly link your examples to the person specification criteria; this will assist the recruitment panel when shortlisting applications.
* Articulate your vision and values in relation to the school’s context.
* Provide any further, relevant information about yourself and your achievements that you have not included elsewhere in the application.

This section should not exceed 2 pages of A4.

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**Guidance on Providing Suitable Referees**

As part of the school’s safer recruitment procedures, it is important that references are sought from specific individuals within your current (or most recent) and previous employer’s organisation.

All offers of employment from Meadowfield school are subject to receipt of **two** satisfactory references. References will be requested after shortlisting and before interview; you can request that references are sought only after an offer is made by ticking the appropriate box on the application form.

* Your first referee must be your current or most recent employer.
* For school posts, we will always seek a reference from the Head Teacher.
* If your current or most recent employment does not involve working with children, and you have worked with children before, then you must provide a reference from your most recent children’s workforce employer.
* Both references provided should be professional references; i.e. the referee is someone that you have worked for, or a school or university tutor; not a colleague, peer or a friend. Exceptions may be made only if you have not yet been in employment, or if you have had only one previous employer.
* Where possible, both references should be provided by a senior manager who is able to comment meaningfully on your suitability for the post.
* You should provide details of the referee’s professional email address, not a personal email (e.g. Hotmail, gmail, outlook). References from personal email accounts will only be accepted in exceptional circumstances.
* References will only be obtained directly from the referee: testimonials or open references (those addressed ‘To whom it may concern’) will not be considered. Referees will be provided with a copy of the job description and person specification to assist them.

We will request references on our standard school proforma and will usually expect all sections to be completed. As a minimum, all references must confirm:

* your job role with the organisation,
* your start and leaving dates,
* whether you have been subject to any formal disciplinary or capability procedures within the last two years, including any details, outcomes or ‘live’ sanctions which are in place.
* where there have been disciplinary concerns which involved children or safeguarding, details of the allegations and concerns, whether an investigation took place, what conclusions were reached and any outcomes.
* whether there are any concerns about your suitability to work with children and, if so, the reasons.