



Danecourt School

Candidate Information Pack



Maritime
Academy
Trust



Table of Contents

- 3 Letter from the Headteacher
- 4 Welcome to Danecourt
- 5 Danecourt Photo Gallery
- 6 What the children say about Danecourt
- 8 Maritime Academy Trust
- 9 Maritime Benefits Offer
- 10 Application Guidance
- 13 Job Description
- 16 Person Specification
- 18 Contact Details



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 186 children attending the school, however in September 2021 we are opening two satellite provisions at local mainstream schools within the Trust, that will enable us to offer a further 48 special school places.

Danecourt was judged to be good in all areas, except EYFS, which was judged as being outstanding by Ofsted in June 2019. <https://reports.ofsted.gov.uk/provider/25/142266>

Danecourt is incredibly lucky to have highly skilled and caring staff, supportive parents/carers and committed Governors on the Local Academy Council. We have an excellent local reputation and offer a supportive and nurturing work environment led by a dedicated and dynamic senior leadership team.

The school is located just off the A2 in Gillingham. It has excellent transport routes and is located on a main bus route as well as being approximately 2 miles away from Rainham and Gillingham train stations.

In September 2020, Danecourt became 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 office – 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

Valued

- We believe every individual is unique and special
- We foster a sense of self-esteem and self-worth
- We believe every child is entitled to outstanding care and education
- We support our children in the development of their communication, social and self-help skills
- We provide child-centred curriculum which encourages creativity and independence.

Respected

- We respect the rights and needs of every child and adult
- We believe every child has the right to be heard
- We believe that an outstanding learning environment stems from committed and compassionate staff, who work as a team to support all children
- We aim, through first hand experiences, to develop in our children a love of learning, a pride in their work and respect for their surroundings
- We support our children in developing appropriate relationships with others at home and at school

Safe

- We believe every child has the right to feel safe from harm, to be protected, cared for, and loved
- We provide a happy, secure and safe environment for our children where they feel a sense of belonging
- We ensure the well-being of every child by securing the best possible social, educational health and care outcomes
- We teach and expect high standards of behaviour from all children
- We believe happy and contented children will be ready and motivated to learn

Successful

- We recognise, praise and reward every achievement however small the step
- We believe that children succeed best when teachers have high expectations and inspire learning
- We provide a wide range of opportunities in order to maximise social and academic success
- We encourage aspiration so that all members of our school community can seek to develop their full potential
- We want our children to be happy, confident young people who will contribute to their community

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.



The Maritime Offer

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National Terms & Conditions

The Trust recognises National Terms and Conditions for both Teaching and Support Staff and annual pay awards are applied in line with national agreements.



Trade Union Recognition

We work closely with the Trade Unions that represent our Teaching and Support Staff. We meet termly with employee representatives to proactively and positively manage employee relations.



Teachers and LGPS Pension Schemes

All employees of the Trust are offered the opportunity to contribute to either the Local Government Pension Scheme (LGPS) or the Teachers' Pension Scheme (TPS).



Staff Development & CPD

The Trust operates a supportive Staff Development policy for all staff policy focused on coaching and well-being. The Trust is committed to ensuring that every member of staff receives regular feedback and career development conversations alongside a comprehensive offer of tailored CPD.



Well-Being

All of our Academies are represented at our termly Well-Being Network Meetings. The Network agree a schedule of Trust Wide well-being initiatives and social activities.



Maritime Hub

The Trust offers its employees access to hundreds of on-line retail discounts from days out with the kids to discounted holidays and food shopping; there is something for everyone.



Cycle to Work Scheme

The Cycle to Work scheme allows employees to purchase a bike and accessories up to the value of £1,000. The scheme allows employees to make tax savings of up to 42% while staying fit and healthy.



Family Friendly Policies

The Trust offer generous policies and enhanced entitlements in respect of Maternity, Paternity and Adoption.



Employee Assistance Programme

The Employee Assistance Programme is available 24 hours per day, 7 days per week, 365 days of the year. The service is free, confidential and staffed by trained counsellors who provide advice and counselling to support the resolution of personal or professional issues.



Discounted Gym Membership

The Trust offers 'MyGym Discounts' and 'GymFlex' which provides savings of up to 40% with over 3,000 UK gyms and health providers.



Interest free Travel to Work Loans

The Trust offers interest free loans for staff to purchase public transport season tickets, helping to keep down the cost of travelling to and from work.



Annual Flu Vaccinations

The Trust offers flu vaccinations to all employees annually in the Autumn Term.



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 NQT 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

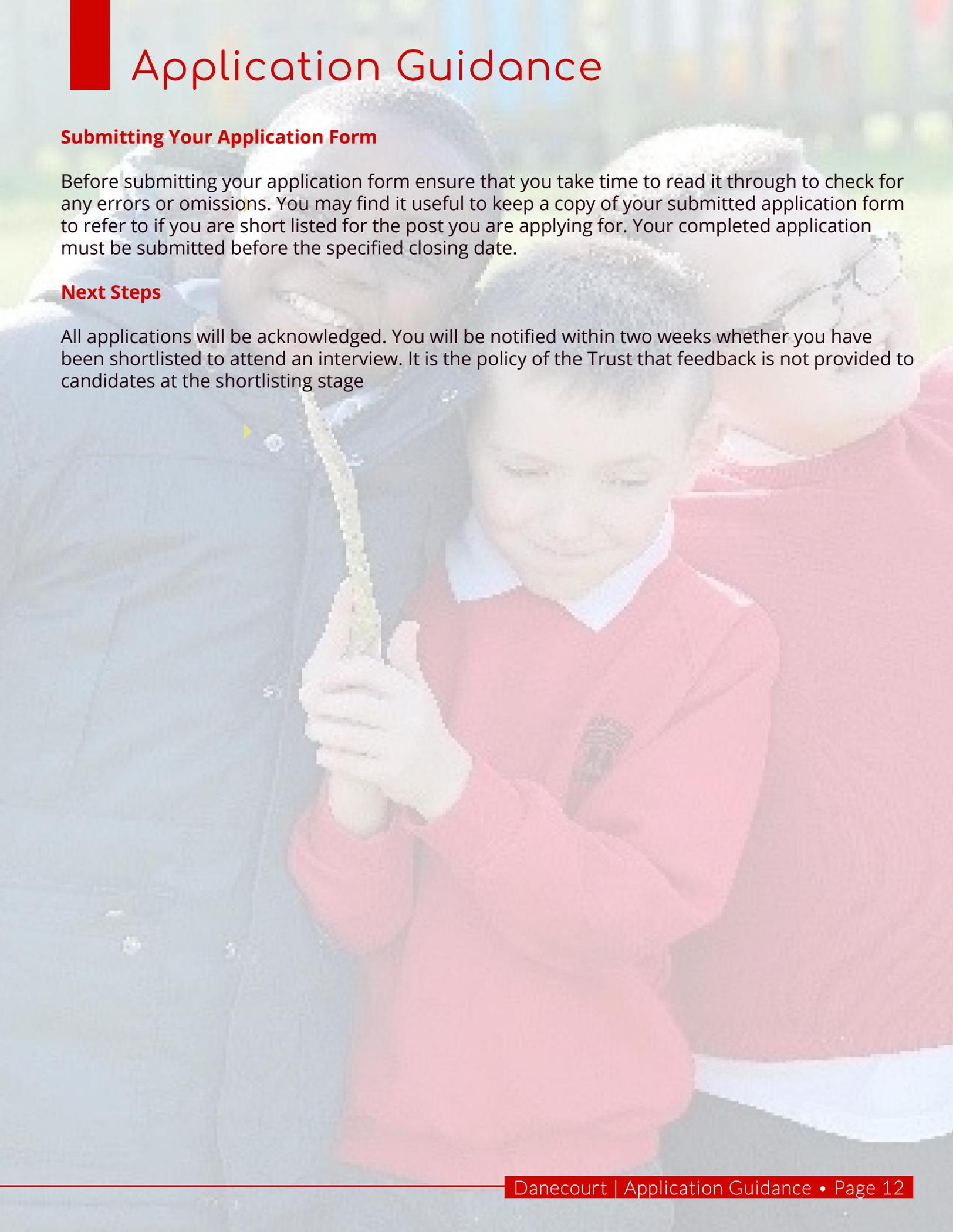
If you are appointed, you will be required to complete a Disclosure and Barring Service (DBS) application. The DBS will provide a report to you confirming whether you have any history of criminal convictions, including cautions and bind-overs.

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 or omissions. 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

All applications will be acknowledged. You will be notified within two weeks 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

Job Description

JOB PURPOSE:

- To assess, diagnose, treat and manage own specialist caseload of pupils and maintain associated records.
- To provide specialist intervention and evaluate outcomes.
- To train and support the carers of pupils and participate in appropriate specialist training to other colleagues.
- To advise and provide support to other therapists/staff on Occupational Therapy issues, across the timetable and curriculum.
- To work alongside members of the Therapy team
- To assist in supporting the work of assistants, pupils, volunteers and other staff working with the Therapy Team
- To provide total commitment to the safeguarding of pupils and the provision of opportunities for all pupils.
- To lead on the manual handling within the school, including regular training and support for staff and providing suitable posture support and seating equipment for pupils and staff.

MAIN PROFESSIONAL DUTIES:

- To provide specialist advice to other parties.
- To deliver Occupational Therapy across the school
- To maintain records, reports and other paperwork.
- To provide training for all staff on manual handling practices.

REPORTS TO:

- Therapy Team Leader.
- Senior Leadership Team for overall supervision and instruction.
- The Headteacher who has overall responsibility for the school.

GENERAL DUTIES AND RESPONSIBILITIES FOR ALL SCHOOL STAFF:

- To carry out school policy as documented and/or directed by the Headteacher.
- To present the school in a positive way in the community.
- To respect the confidential nature of all information acquired in the performance of the job either verbally or in writing.

KEY AREAS OF RESPONSIBILITY:

- Professional
- To be responsible for maintaining own competency to practice through CPD and maintain a portfolio which reflects personal development in order to maintain up to date HPC registration.
- To be accountable for own professional action and recognise and work within own professional boundaries, seeking advice and support as necessary.
- To demonstrate knowledge and practice within the specialist area and across the life of the school.
- To demonstrate clinical effectiveness by use of evidence based practice and outcome measures.
- To use knowledge to inform school/policy developments within own specialist area.
- To keep up to date and develop strategies for implementing best practice in clinical areas relating to own caseload.
- To contribute to the interagency/multidisciplinary team at the school.
- To acknowledge and work towards a social model of provision when meeting the needs of children and working with staff teams.

Clinical:

- To be professionally and legally accountable for all aspects of own work including the management of patients on a given caseload.
- To write reports for families and relevant professionals that reflect knowledge of occupational therapy needs.
- To attend and provide reports for Annual Reviews, case conferences, other professionals and supporting evidence, as required.
- Based on thorough assessment and evaluation, to develop specialised packages of intervention, in conjunction with teaching staff, parents/carers, and therapists.
- To monitor the progress of treatment programmes and modify as necessary.
- To respect the confidentiality of all school and pupil information.
- To refer to other specialist services as appropriate.
- To make appropriate clinical decisions following assessment and seek advice from other Occupational Therapists where necessary, including recognising potential breakdown.
- To demonstrate the ability to reflect on practice with SLT/Leadership group.
- To support and supervise the work of occupational therapy students/assistants and volunteers.
- To assess, monitor and request basic seating and/or manual handling equipment.
- To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained-including equipment loans to pupils.

Job Description

Knowledge/Training:

- To demonstrate understanding of the basic principles of postural management and to facilitate functional ability through the use of postural management equipment.
- To make thorough assessments to support recommendations for provision of basic postural equipment.
- To prioritise and manage caseload as directed by the school.
- To demonstrate a working knowledge of relevant procedures including: safeguarding children, SEN procedure, vulnerable adult etc., and other legal requirements.
- To manage own time effectively and demonstrate an ability to prioritise tasks.
- To maintain intense concentration in all aspects of patient management and to manage the emotional consequences of working with distressing conditions.
- To participate in the development and delivery of specialist training of school staff.
- To provide specialist advice to other parties as appropriate.
- To explain the role of Occupational Therapy within school.
- To identify training needs within the staff group.
- To demonstrate the ability to reflect on and evaluate training provided.
- To advise on occupational therapy targets and strategies throughout the school day.
- To lead on Manual Handling provision across the school, including the satellite sites.

Administrative:

- To undertake general administrative and pupil related administrative tasks in line with school requirement and school policies.
- To maintain pupil records in accordance with British Association of Occupational Therapists professional standards.
- To provide accurate statistical information as required.
- To produce reports reflecting specialist knowledge regarding pupil needs and devise care plans.

Communication and Working Relationships:

- To work closely, communicate regularly and seek advice from the Specialist Paediatric Occupational Therapist and other members of the Therapy team.
- To work alongside other Occupational Therapy colleagues providing support and professional exchange of ideas and experience.
- To attend appropriate meetings with the Occupational Therapy Service and school.
- To contribute to specialist clinical teams by discussing own and others input around pupil needs, ensuring a well co-ordinated care plan.
- To communicate findings relating to evidence provided from assessment about pupils to carers, families and members of the multidisciplinary team/other professionals.
- To work closely with pupils, carers and families, agreeing decision making relevant to the pupil's management.
- To demonstrate empathy with pupils, carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.
- To demonstrate skills in motivating pupils and carers to engage in the therapeutic process. To demonstrate negotiation skills in the management of conflict across a range of situations. To employ excellent verbal and written communication skills.

Therapy:

- To assess, diagnose and manage pupil's needs with regard to occupational therapy.
- To maintain relevant occupational therapy records.
- To produce occupational therapy reports as appropriate.
- To have an overview of and review and feedback on pupils' posture and seating plans with teachers and members of SLT.
- To attend, when appropriate Annual Review Meetings and multidisciplinary meetings, as and when required.
- To train and school staff and other colleagues in occupational therapy and manual handling as appropriate.
- To maintain links with carers/parents in regard to occupational therapy and manual handling issues.
- To liaise and work alongside cover staff, support staff, assistants and volunteers.
- To maintain use of equipment.

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, specific duties relating to individual pupils or groups cannot be listed. In addition, duties may be varied from time to time, at the discretion of the Headteacher and in consultation with you. All post holders will be expected to work with children across all sites.

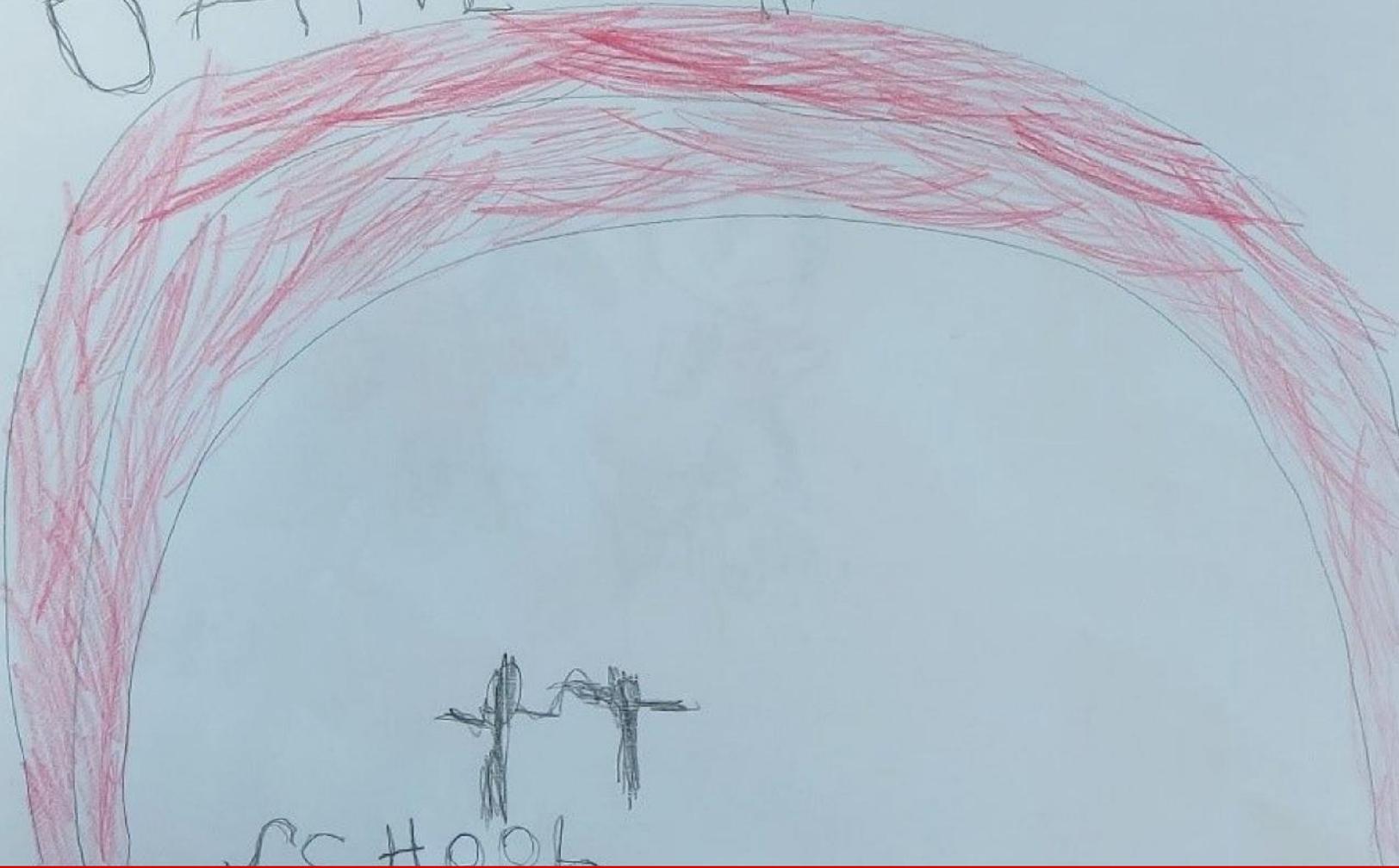
Person Specification

	REQUIREMENT	ESSENTIAL	DESIRABLE
QUALIFICATIONS & TRAINING	<ul style="list-style-type: none"> Degree/ Diploma in Occupational Therapy Recent Manual Handling training Sensory Integration: Levels 1, 2 or 3 	√	√
REGISTRATION	<ul style="list-style-type: none"> Member of HCPC Member of the specialist section: children and young people (Royal College of Occupational Therapists) 	√	√
EXPERIENCE	<ul style="list-style-type: none"> A minimum of 3 years' experience working in a paediatric setting Experience of working with children with disabilities. Manual handling experience Experience in assessment, planning and delivering in any of the following areas: coordination difficulties, sensory processing difficulties, children with physical disabilities. Experience in teaching parents / carers and other professionals. 	√ √ √ √ √	
KNOWLEDGE	<ul style="list-style-type: none"> Knowledge of OT Frameworks and Models of Reference Knowledge of up to date clinical practice Knowledge of legislation and policies impacting on current case management e.g. Safeguarding Children, Education Act, Children's Act 	√ √ √	
SKILLS / ABILITIES	<ul style="list-style-type: none"> To motivate and engage children with a wide range of cognitive, perceptual and motor abilities in assessment and treatment sessions. Ability to work autonomously and be accountable for own professional actions. 	√ √	

Person Specification

	<ul style="list-style-type: none"> • Able to manage own caseload and prioritise cases according to department policies • Able to deliver and lead group intervention and to support other staff in delivering programmes for pupils • Team working skills: Able to work cooperatively within a team, and to support the team in embedding new initiatives such as outcome measures. • Good communication skills: Able to communicate with a range of people: parents, children, and other professionals. • Able to manage potential difficult conversations with parents. • Demonstrate an ability to use tact and diplomacy to manage emotional situations and communicate effectively with service users and other professionals, in both written and verbal forms. • Able to write clear, specific support plans for pupils which can be carried out by others. • Working knowledge of children's development and how conditions may affect them. • Ability to practise using an evidence informed approach. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Good interpersonal skills. • Ability to work collaboratively within the multidisciplinary team • Empathise and understand the needs of children and carers. • Ability to motivate and organise others to ensure best practice. • Ability to work under pressure, manage time and prioritise. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	

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Contact Us



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[@Danecourt-School](https://www.facebook.com/Danecourt-School)



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Maritime Academy Trust



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www.tes.com/jobs/employer/maritime-academy-trust-1162586



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Email: info@maritimeacademytrust.org

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