

ROYAL
ALEXANDRA
& ALBERT
SCHOOL



SENDCo

Applicant Brochure



ABOUT OUR SCHOOL

The Royal Alexandra and Albert School has a long history. Originally the School was two orphanages: the Royal Alexandra School, founded in 1758, and the Royal Albert School, founded in 1864 as a national memorial to Prince Albert. An Act of Parliament amalgamated both institutions in 1949 to create the current School. For much of their history both orphanages enjoyed Royal Patronage which has continued to this day; the School's President is Her Royal Highness the Duchess of Gloucester.

The School is located in 260 acres of beautiful parkland in Gatton Park near Reigate, Surrey, within short distance of Gatwick and Heathrow airports, as well as London. It is in an ideal location for students and staff to live. Our large site allows us to have extensive sporting facilities, including floodlit all-weather sports pitches, fitness centre, indoor swimming pool and equestrian centre.

The Royal Alexandra and Albert School is a co-educational, non-selective state boarding school, for boys and girls aged 7 - 18, with compulsory Saturday morning enrichment lessons and longer holidays.

This is a boarding school with Flexi Boarding students attending from the local area and a lively community of around 400 Full Boarders, heavily involved in a wide range of after-school and weekend activities and trips.

With around 1,050 pupils, the School has grown gradually, maintaining its focus on strong academic results and quality pastoral care.

Our Ofsted inspection of March 2024 states "pupils are happy and well cared for at Royal Alexandra and Albert School. They benefit from positive relationships with staff across the school. Pupils feel safe, confident that if they report any concerns or worries they will be dealt with".

The Royal Alexandra and Albert School continues its long history of providing pupils with rich and valuable life experiences and opportunities, in and out of the classroom, with remarkable wrap around care in a close-knit community.



"Pupils benefit from an exceptionally wide variety of opportunities to develop their skills and interests outside of their taught lessons"

Ofsted 2024



A STATE BOARDING SCHOOL?

What is a state boarding school?

In a state boarding school, the education provided between 8.30 am and 3.35 pm is financed by government through the Local Authority - in our case Surrey County Council. Everything else: the boarding provision, meals and the activities that we run, is financed by the charges paid by parents.

We have two categories of students:

Full Boarders - whose parents currently pay under £19,000 per year (compared to around £38,000 for a major independent boarding school). There is no reduction in charges for weekly boarders. Around 200 boarders remain at School on Saturday nights.

Flexi Boarders - who are attached to boarding houses, are entitled to all meals, take part in all activities and sleep between 7 and 10 nights per year in School. Flexi Boarders can stay at the School from before breakfast until the bedtime of their year group. The yearly charge for Flexi Boarders is less than £7,500.

We have Saturday morning enrichment lessons, compulsory for all students up to Year 11. There are no compulsory exeat weekends.

Places for local Flexi Boarder students are very heavily oversubscribed.





A MESSAGE FROM OUR HEADTEACHER

At The Royal Alexandra and Albert School, we pride ourselves on our commitment to providing a nurturing environment where every individual is valued, supported and encouraged to reach their full potential.

Our recent Ofsted report highlights the significant strides we've made in addressing areas for improvement, including reading, curriculum progression and personal development. Through the dedication and industriousness of our colleagues, we've seen marked improvement in our school's performance, a testament to our shared vision of enhancing the life chances of our young people.

A key strength of our school is the positive relationships between staff and students, fostering a culture where pupils feel safe, cared for and confident in reporting any concerns. We believe in not only academic achievement but also holistic development, as evidenced by our 'Outstanding' grading for personal development. From our diverse co-curricular offerings to our commitment to adaptive teaching and consistent behaviour policies, we are continuously striving to provide the best possible learning environment for all.

As we celebrate our achievements, we also recognise that there is still work to be done. Moving from 'Good' to 'Outstanding' is our next goal, and we are committed to the ongoing journey of improvement.

I invite you to join us on this journey of excellence, where together, we can empower the next generation to thrive and succeed. Thank you for considering The Royal Alexandra and Albert School as a place to inspire and be inspired. We look forward to welcoming you to our vibrant community.

M.P.Thomas BSc(Hons), PGCE (Cantab)
Headteacher

WHAT WE STRIVE FOR



PURPOSE

We exist to give our children a distinctly different start in life, preparing them for the world with hope, optimism, compassion and empathy.

VISION

Our community enhances lives, ignites curiosity and inspires compassionate leaders.

OBJECTIVES

- An ambitious and effective curriculum
- Exceptional behaviour and attitudes
- Exemplary personal development
- Inspirational and transformative leadership
- Excellent boarding and co-curricular provision
- Life enhancing opportunities through our charitable aims

GOALS

- Outstanding Section 5 inspection
- Outstanding Boarding and Social Care inspection
- Effective and sustainable use of resources



VALUES



Ambition



Courage



Integrity



Respect





MEET OUR STUDENTS

"pupils are happy and well cared for at Royal Alexandra and Albert School. They benefit from positive relationships with staff across the school. Pupils feel safe, confident that if they report any concerns or worries they will be dealt with"

Ofsted Report 2024

We are incredibly proud of our students. The School's renewed behaviour policy is effective in supporting good behaviour, as was stated in our recent Ofsted report.

You will be teaching and supporting children who know the value of their education and have a strong willingness to learn.

Happy children are the easiest to teach which is why pastoral care at our school is one of our highest priorities.

The School has a large number of informed and engaged parents who actively support the work you will be doing with their child. We communicate with parents in a variety of ways, including weekly newsletters, one-to-one meetings, parental consultation evenings, social media and emails.

Our School Foundation supports around 10% of our total students with life-changing bursaries. The core purpose of the Foundation is to accommodate and educate 'Foundationers'. These are students who would benefit from a boarding education and whose parents or guardians are unable to afford such boarding charges.



OUR COLLEAGUES

We believe we have excellent teaching and support teams. There is a high level of professionalism and mutual respect across all our staff. The school leadership will always be ready to support you wherever necessary. As a member of staff at The Royal Alexandra and Albert School you will be part of a strong community that includes over 100 members of staff who live on site, some with their families and pets. There is also a collective sense of pride in the School and the children.

You will work within a faculty structure ensuring that you have key colleagues to liaise with and who offer ongoing support and guidance. Faculties meet regularly and there are many informal opportunities to meet and discuss issues. Staff Appraisal is run via departmental line management.

As a School we have a large number of support staff, including Teaching Assistants. Team work and continuous dialogue ensure that we can provide the best teaching and learning experience for students.

A large number of teaching and non-teaching staff also work within one of our seven boarding houses. This provides extensive opportunities to get to know students, both Boarders and Flexi Boarders, outside of the classroom. Teachers are able to provide ongoing academic support as well as ensuring that all children feel safe, secure and happy in their boarding house.



ABOUT THE ROLE

Transformation through Continuous Improvement

Our recent Ofsted report (March 2024) states: “The school has developed a robust and well-developed curriculum across its subjects that reflects the high ambitions that there are for all pupils, including those with special educational needs and/or disabilities (SEND)”. It also states that “Training and professional development has begun to provide staff with the knowledge they need to adapt learning activities to ensure that all pupils, particularly those with SEND, can access their learning effectively”. We are committed to building on this strength by ensuring that all staff have a consistently secure knowledge of how to meet the additional needs of pupils with SEND.

Join us in pioneering transformative changes in teaching & learning with the introduction of innovative changes to our practices, designed to foster a culture of inclusivity and achievement, where every student has the opportunity to thrive. Our SEND team has worked to develop research-informed and effective approaches to support children with SEND to engage in school with a positive attitude and achieve greater outcomes. Pivotal to this approach is vision and ambition of the SENDCo to inspire and lead on the on-going development of SEND policy and provision across our school.

Continuous Growth and Development

Embark on a journey of continuous growth and development with our ambitious professional development programme. We provide access to a wealth of opportunities to expand your skill set and further your expertise in SEND and leadership.

The successful candidate will have proven leadership experience, evidence of planning and implementing strategies which impact on outstanding student progress, as well as evidence of developing coherent data tracking systems to support interventions and their evaluation. Additionally, they be willing to undertake any additional training relevant to this post, fully aligned to the school improvement priorities. They will be highly motivated to become an integral part as associate to the SLT of our dynamic, professionally-led and successful team. Under the direct line management of the Deputy Head: Curriculum, Teaching & Learning, they will be supported in the quest to make a meaningful difference in the lives of our students and wider community.

Opportunity to Empower and Inspire

If you are an experienced professional who puts students first and proactively focuses on the development, sharing and monitoring of best practice across the school so that our students have the best educational opportunities and a positive school experience, we fully welcome your application.



JOB DESCRIPTION

Post Title: Special Educational Needs Coordinator
Salary: Leadership Scale L7-12 (according to experience)
Contract type: Full-time, permanent
Reporting to: Deputy Head: Curriculum, Teaching & Learning

The Role

The SENDCo is responsible for the implementation of the Special Educational Needs policy and strategy across the whole school. The post holder will be expected to take a strategic lead in evaluating and developing the Special Educational Needs and Disability provision within the school and ensuring that each student is positively encouraged, supported and challenged to make outstanding progress.

Key Responsibilities

- Provide effective coordination and leadership of the School's Special Educational Needs and Disability provision
- To provide inspirational and research informed guidance that shapes Teaching & Learning at RAAS.
- Work in support of the Deputy Head: Curriculum, Teaching & Learning, to drive the development and delivery of high-quality teaching for all students
- To ensure the school is compliant with the SEND Code of Practice (January 2015) and the Equality Act 2010 by providing effective coordination and leadership of the school's SEND provision
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND
- Be responsible for the day-to-day operation of SEND policy and co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs
- Advise on the deployment of the schools delegated budget and other resources to ensure the needs of all students are met
- Ensure that an accurate SEND register is kept up to date by effective identification and monitoring of progress and development of all students
- Be responsible for the preparation of the annual SEND information report and the preparation of reports to the governing body
- Be responsible for leading on the identification and support of SEND students across the school.
- Lead on gathering evidence and implementing and reviewing support plans as part of the EHCP application process
- Coordinate and lead on annual reviews of EHCPs
- Liaise with relevant persons aligned to local authorities when considering the admission of students with EHCPs and be able to make a judgement on the school's ability to meet student's needs
- Ensure that students with SEND engage in the activities of the school alongside students who do not have SEND



Key Responsibilities (continued)

- Lead and manage the team of Teaching Assistants to ensure effective deployment and efficient use of resources
- Liaise with the Head of Junior School and other key staff to secure effective provision for Key Stage 2 students with SEND
- Oversee the planning and production of Learning Plans and their dissemination to all relevant staff
- Contribute to the development and implementation of inclusive practice throughout the school, including organising appropriate training
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies. Advise on the graduated approach to providing SEND support
- Be aware of the provision in the Surrey Local Offer and work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high-quality teaching
- Liaise with outside agencies as necessary
- Liaise with the Designated Teacher for Looked After Children where a looked after or previously looked after child has SEND
- Ensure that detailed records are kept for each SEND student charting progress made and support given, mapping their provision and their progress, across the key stages, in a way which is useful and accessible to other staff.
- Coordinate meetings with parents and key staff as necessary
- Review baseline assessment of new students to aid early identification of SEND
- Arrange the assessment of students as required from referrals or enquiries from staff or parents
- Review access arrangement assessments for students across the school
- Lead on the delivery of programmes for SEND students to support learning, liaising with teachers and other staff as required
- Analyse data generated by school assessments effectively to inform future student progress and strategies for such. Liaise with other senior and middle management to ensure this information is accurate and acted upon.
- Liaise with other schools to ensure an effective and smooth transition into RAAS
- Liaise with potential next providers of education to ensure transfer of information and a smooth transition for SEND students
- Meet with key staff to evaluate the progress of students and the effectiveness of interventions

Other

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school as directed by the Head
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person;
- To contribute to the overall ethos and aims of the School



Please complete the online application form on our website [here](#).

Closing Date: Friday 27th September 2024

Interview Date: w/o Monday 30th September 2024

Start Date: January 2025

The school reserves the right to appoint prior to the closing date.

The Royal Alexandra and Albert School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post if successful, including an Enhanced DBS check. Staff must be aware of and comply with policies and procedures relating to child protection, health and safety regulations, security and confidentiality, reporting all concerns as appropriate. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.



PERSON SPECIFICATION

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Good Honours Degree• Recognised Teaching Qualification	<ul style="list-style-type: none">• Additional qualifications/training• SENDCO qualification
Experience	<ul style="list-style-type: none">• Proven leadership experience• Planning and implementation of strategies• Evidence of developing coherent data tracking systems	<ul style="list-style-type: none">• Experience of working across different key stages• Experience of working in a multi-cultural environment• Proven leadership experience in SEND



PERSON SPECIFICATION

(cont.)

Criteria	Essential	Desirable
Knowledge	<ul style="list-style-type: none"> • Sound understanding of secondary curriculum • Clear understanding of strategies to develop Quality First Teaching for students with SEND • Good understanding of the SEND Code of Practice 	<ul style="list-style-type: none"> • Knowledge of good SEND practice in KS2
Leadership and management	<ul style="list-style-type: none"> • High expectations of self and others • Ability to create and lead departmental development • Ability to manage change • Ability to delegate well • Experience of managing a team of people 	<ul style="list-style-type: none"> • Representing SEND function at SLT level
Personal	<ul style="list-style-type: none"> • Good organisational, communication and planning skills • Hardworking • Enthusiastic • Resilient • A strong team player • Good sense of humour 	<ul style="list-style-type: none"> • High level of IT skills





EXTRA BENEFITS

As a member of staff at the Royal Alexandra and Albert School, you will be part of a dedicated, diverse and vibrant community. We value our teachers and support staff, and aim to make the School an environment that is supportive and welcoming.

Members of staff and their families are entitled to free entry to Gatton Park events and free on-site parking. The School's 25-metre indoor swimming pool and fitness centre are open to members of staff free of cost. For both facilities, time slots are scheduled for the use of members of staff only.

There are a number of social events for staff which take place throughout the year, including theatre trips, book clubs, quizzes and staff sports such as yoga, football and rugby. All staff are entitled to free lunch in the School's Dining Room when on duty. There is a varied menu, including vegan and vegetarian meals, which is constantly changing to meet the wants and needs of students and staff. Catering is provided by Harrison Catering Services who prepare fresh and healthy food on-site.

The School's Admissions Policy gives a higher priority to the children of members of staff. In addition, all full time staff, teaching and non-teaching, are entitled to a 33% remission of charges (pro rata for part-time staff).

The School offers membership to appropriate pension schemes for non-teaching staff members and membership to the teachers' pension scheme.

ROYAL
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& ALBERT
SCHOOL



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Patron: Her Royal Highness The Duchess of Gloucester
Founded: 1758
Registered charity No. 311945