



RECRUITMENT PACK

DEPUTY PRINCIPAL OF
INTEGRATED LEARNING



An exceptional SEND school and college where
individuals are cared for and valued.

ABOUT THE SHEILING RINGWOOD

Our mission is to create an educational, therapeutic community and environment, which upholds each person's human integrity and spiritual wholeness and where every child and young person, both because of and despite their individual challenges, has something to give and something to learn through all of their relationships with others.

Students are encouraged and supported to become resourceful and caring individuals, to explore the world of feelings, behaviour and values. We focus on building confidence and skills in different environments and social groups, whilst also developing functional independence in preparation for adult life.

Our school and college offer an individualised and flexible approach to placements: 38-week, day, extended day, weekly and termly boarding. On our 45-acre woodland site we provide a living, working and learning environment that is comfortable, beautiful and natural, befitting of a home away from home with extensive SEND facilities.

“The inspection team were impressed by the strong culture of teamwork that exists and that parents and carers are overwhelmingly positive about the school's work.”

OFSTED SCHOOL EDUCATION 2024



ETHOS AND CORE VALUES

The Sheiling Ringwood is a Camphill Community. It is committed to maintaining a therapeutic community environment that is based on the social and educational principles of Rudolf Steiner. Essential to these principles is the recognition that behind every disability, each person's human integrity and spiritual wholeness is inviolable.

This means that every student, both because of and despite their disabilities, has something to give and something to learn in all of their relationships with other children/young people, with staff, teachers, carers, friends and family. The Sheiling Ringwood strives to maximise the diverse social and educational opportunities of community living, within a safe and secure environment, as a stepping-stone for each student's fulfilment of their potential.

“ Our child is at the heart of every little thing the staff do. We feel blessed to have found this place; it is like my child has a second family.. ”

OFSTED RESIDENTIAL INSPECTION 2024



We believe that mutual recognition and acceptance, within a distinct community setting, enables both the individual independence and social connectedness that form the basis of growth and change. We believe that recognising each child's/young adult's human and spiritual integrity means to educate and care for the whole person, intellectually, morally and physically. The Sheiling's School and College seek to broaden each student's horizons along with their confidence and ability to access the wider community beyond.

THE IMPORTANCE OF OUR STAFF

The success of The Sheiling Ringwood is based on the strength of positive relationships between our students and also between our students and staff. We are thrilled that the impact of these relationships is recognised and lauded by Ofsted and CQC.

Our staff provide the flexible and individualised support that each student deserves. Our teams are well trained, supported, valued and recognised as pivotal to the happiness of our young people and the successful outcomes achieved by them in the key areas of education and life-skills.



STAFF BENEFITS



Fantastic working environment with beautiful outdoor space



Onsite free parking

Bike 2 Work Scheme



Enhanced DBS Check paid for



Regular support and Supervision from Line Managers throughout the year



Employers pension contribution at a minimum of 8%

Annual salary review

Employee assistance programme

Minimum of circa 10 days' paid inset/ training per year



Access to funded RQF qualifications through dedicated career pathways

Induction for all new starters on commencement, followed by targeted 5 day Foundation programme



A minimum of 31 days paid holiday per year (FTE)

For more information please visit thesheilingringwood.co.uk/benefits

JOB DESCRIPTION

Job Title	Deputy Principal of Integrated Learning
Responsible to	Principal
Responsible for	Head of School, Head of College, Head of Residential Services and Head of Health & Therapies.
Hours of Work	Full Time, 8 weeks annual leave.
Expected Salary Range	£85,000 to £95,000 gross per annum. Teachers Pension Scheme.

ROLE SUMMARY

To provide visionary and strategic leadership and direction across the whole organisation, ensuring the highest quality of educational, residential care, and therapy experience for children and young people with severe and moderate learning disabilities and complex needs, including autism.

Working closely with senior management colleagues (and their respective education, residential and health/therapy teams), Trustees, parents, and other key stakeholders, to deliver strategic and operational development and provide direction for the future needs and further development of The Sheiling Ringwood's learning offer. The postholder will deputise for the Principal in their absence.

Alongside senior colleagues, they will maintain positive relationships with external stakeholders including Local Authorities, Commissioning bodies and partner organisations, acting as an ambassador for the Sheiling and the children and young people we support.

SUMMARY OF DUTIES AND RESPONSIBILITIES

“ I found the recruitment process incredibly easy. HR are a dream with all the help and encouragement I could have wished for and more. Such a good organisation, everyone so friendly and helpful.

NEW MEMBER OF STAFF 2024

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Key Priorities:

- To ensure the Sheiling delivers and promotes the best quality of life and highest possible standards of well-being and achievement for children and young people with SEND by providing aspirational, strategic direction and leadership across four departments of the Sheiling.
- To create an oversight of these four departments which fosters complete collaboration and connectedness in support of each young person's entire journey at the Sheiling. This will include pedagogy, curriculum design, teaching quality, assessment methodology, preparation for adulthood, outcomes frameworks, EHCP-driven provision, pathways, accreditation, destination outcomes, post-16 SEND progression, therapeutic education models, and staff development in teaching and learning.
- To ensure that the Sheiling's holistic education offer is delivered and exceeded within the requirements of relevant regulatory frameworks including Department for Education, Ofsted, CQC and NICE guidelines, and this is fully aligned with funding mechanisms, approaches, and innovations in SEND.
- To drive the integration of academic and residential learning forward, ensuring that the unique developmental opportunities provided through residential life are intentionally recognised, valued and aligned with educational outcomes.
- To hold leadership responsibility for quality improvement, curriculum quality, student progress, accreditation outcomes, quality assurance systems, self-assessment and improvement planning, moderation and standardisation, awarding body compliance, inspection readiness, attendance, engagement and destination outcomes, working with the Principal to ensure the organisation meets its regulatory and statutory responsibilities.
- To promote a culture of continuous improvement, ensuring developments in curriculum, pedagogy, therapeutic practice and residential learning are informed by evidence, evaluated for impact and demonstrably improve outcomes for children and young people.

Key Priorities Continued

- To maintain and develop the strong safeguarding culture across the organisation, working closely with the Principal (the Designated Safeguarding Lead) and ensuring safeguarding practice is consistently implemented and monitored across education, residential and health/therapy provision.
- To embed robust systems for setting, monitoring and evidencing progress towards individual EHCP outcomes across education, residential and therapeutic provision, enabling the Sheiling to demonstrate the impact of its integrated approach on each child and young person's progress and preparation for adulthood.
- To be courageous and ambitious for change by leading on innovative and exciting new approaches to achieve improved outcomes for children and young people within the SEND sector.
- To direct curriculum-led strategic and financial planning, ensuring the equitable and effective deployment of budgets and resources, consciously placing children and young people at the centre of everything we do to support individual achievements, and the Sheiling's longer-term sustainability as an excellent provision for young people with SEND.
- To further develop positive and collaborative relationships by working together to make a greater difference. To successfully engage with key stakeholders including staff, parents, families, external professionals and the wider community to gain support and commitment to the Sheiling's vision, values and direction.

- To commit to the promotion of diversity initiatives and the sharing of best practice in line with the Sheiling's policies and procedures, recognising and respecting individuality and supporting others based on their individual needs.

Key Accountabilities & Responsibilities Strategic

- To have the ability to act within the complexities of the present while being aware of, and guided by, latent possibilities for the future as a shared cultural practice.
- To ensure that students experience an integrated and coherent journey across school, college, residential and therapeutic settings, recognising that progress is demonstrated not only within classrooms, but through daily living, independence, communication, relationships, wellbeing, and life skills development within residential environments.
- To lead the strategic development of the Sheiling's learning offer in response to emerging SEND needs, commissioning priorities, and referral trends, ensuring the provision remains educationally ambitious, financially sustainable, and responsive to local and regional demand.
- To be a credible and trusted advisor to the SSET Board of Trustees, providing vision and guidance on the strategic and aspirational direction for the future of the Sheiling, ensuring our learning offer is wholly aligned to recognised best practice approaches within special education.



- To ensure the systems for evidencing and celebrating progress and outcomes across all contexts translate into clear markers of success for external stakeholders, and a robust road map for internal future planning and the reimagining of approaches.
- To create strategic aims and objectives in line with the Sheiling's values that are easily translated and understood.
- To ensure the School, College, Residential and Health & Therapy services are directed in line with organisational policy, statutory requirements and best practice guidance by developing and maintaining key professional partnerships.
- To provide visionary, aspirational and strategic leadership for all educational, therapeutic and residential learning provision across the organisation.
- To provide high-quality reports and assurance to the Board of Trustees via the Principal.
- To provide leadership, coaching and accountability to direct reports.
- To ensure robust strategic and aspirational educational leadership and contribute to long-term organisational vision and sustainability.
- To lead and direct the work of education, residential and health/therapy services to achieve the best possible outcomes for children and young people within our care.

Leadership

- To serve as a member of the leadership team and deputise for the Principal in their absence.
- Alongside the Deputy Principal of Operations, to attend the SSET Board of Trustees meetings as a member of the leadership team.
- To provide strategic organisational leadership and represent the Principal internally and externally, as required

“Great outcomes for students and the hard work of our staff is clear to see, it is very encouraging to have Ofsted confirmation that the college is doing so well. I am grateful to the staff teams who are dedicated in their work, providing the platform and opportunities for our students to reach these wonderful outcomes.

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HEAD OF COLLEGE 2024



- To ensure that the leadership, management and staffing structures of all departments within the learning offer are appropriate and effective to maximise the quality of learning and care experiences for children and young people, within the framework of regulatory requirement and the mission, vision and values of the Sheiling.
- To promote a culture of inclusion and belonging for staff, ensuring the Sheiling is considered a good employer, thus supporting recruitment and retention.

Learning & Compliance

- To be accountable for all aspects of Teaching, Learning, Assessment and Performance & Standards across the learning offer, setting high professional expectations and ensuring the holistic education vision is understood and embraced.
- To ensure delivery of high-quality learning experiences and outcomes for children and young people, underpinned by effective monitoring and evaluation processes.
- To direct and lead the process for continuous improvement across the learning offer, providing quality assurance and accountability via a rigorous and robust system of performance management.

- To ensure that policies and processes are in place for effective personalised assessment, and recording and reporting on student progress across the learning offer.
- To direct services that keep children safe in the Sheiling and implement and achieve standards set by national legislation, policies and guidance. To ensure these services meet and exceed the requirements of the National Minimum Standards for Residential Special Schools, SEND Code of Practice, Keeping Children Safe in Education, and CQC Fundamental Standards.
- To ensure therapeutic provision informs learning pathways and outcomes.

Finance

- To partner with the Principal and the Deputy Principal of Operations and secure the long-term financial sustainability of the Sheiling by ensuring robust financial systems and procedures are effectively monitored.
- Alongside senior colleagues, to ensure the Sheiling continues to develop and maintain a strong and effective relationship with the DfE and relevant funding bodies, including Local Authorities, by ensuring the outcomes for children and young people are positive, in order for funding streams to be secured.

“A welcoming and inclusive process from application to appointment in role, with excellent training and support throughout. A wonderful place to work, so rewarding with excellent team support and a feeling of family and inclusion.”

NEW MEMBER OF STAFF 2024





Finance Continued

- To ensure that all budgetary targets are met in all cost centres associated with the learning offer.
- To maintain and direct a partnership strategy that promotes Sheiling participation in local, regional and national networks, as appropriate.

General

- To develop and maintain strong relationships with parents/carers, students, staff and Trustees across the organisation, alongside external engagement with LA representatives and national bodies, such as NASS and Natspec.
- Lead and role model the Sheiling's embedded Supervision and self-reflective practice culture.
- To ensure all duties are carried out in accordance with health and safety regulations as per the Sheiling's health and safety policy and procedures.
- To participate in an out-of-hours on-call duty system, as notified by the Principal.

Success Measures

1. A healthy and sustainable referrals position, with the learning offer demonstrably responsive to emerging SEND need and commissioning priorities.
2. Clear evidence of achievements of the student's journey across school, college and residential settings.
3. Ensure ethos and culture demonstrably shared with wider audiences, including external stakeholders.
4. Strong and improving regulatory and inspection outcomes across the provision.
5. Clear evidence that children and young people make sustained progress towards their EHCP outcomes and preparation for adulthood, including through moderation with other SEND networks.
6. Evidence that education, residential and therapeutic teams work effectively as an integrated provision around the learning journey of each child and young person.
7. Strong attendance, engagement, achievement, accreditation and destination outcomes, appropriate to individual starting points and pathways.

PERSON SPECIFICATION

QUALIFICATIONS

Essential

- Recognised teaching qualification at level 5 or above with Qualified Teacher Status or equivalent degree
- NPQH / Level 7 leadership qualification or equivalent senior leadership experience
- Internal Quality Assurance qualification
- Level 3 Safeguarding qualification

Desirable

- Postgraduate qualification in leadership or SEND

LEADERSHIP EXPERIENCE

Essential

- Substantial senior leadership experience within specialist SEND education
- A minimum of five years' teaching experience in an education setting
- Evidence of substantial SEND-specific professional development
- Strong track record of leading quality improvement and inspection preparation
- Expertise within Ofsted inspections at leadership level

- Proficiency in leading multi-disciplinary teams
- Experience of curriculum and pathway development
- Expertise within performance management and staff development
- Track record of strategic safeguarding leadership

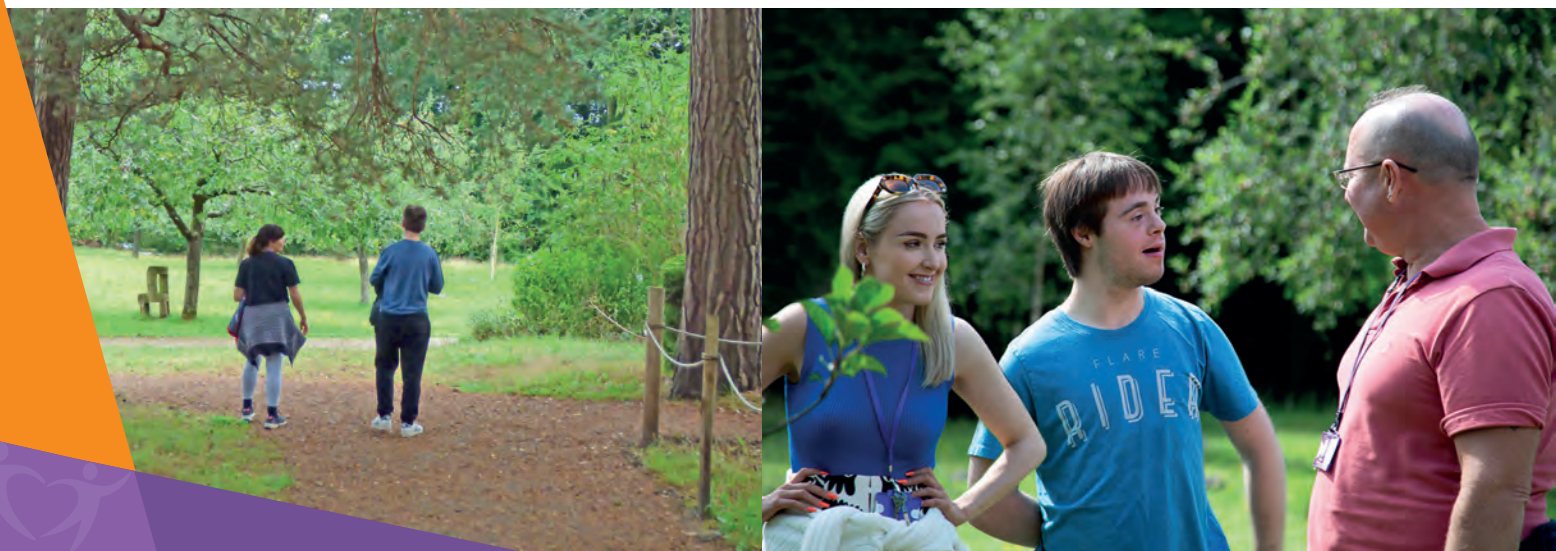
Desirable

- Executive leadership across integrated SEND, education and residential setting

KNOWLEDGE

Essential

- Detailed understanding of Ofsted Frameworks for both school, college, Ofsted care and CQC provision and regulatory expectations
- Strong understanding of the additional but distinct educational value of residential life.
- Understanding of awarding body requirements and compliance
- Understanding of quality assurance systems and improvement planning
- Knowledge of EHCP statutory responsibilities



PERSON SPECIFICATION

KNOWLEDGE CONTINUED

- Understanding of preparation for adulthood frameworks
- Understanding of therapeutic and trauma-informed approaches

Desirable

- Steiner education and anthroposophical approaches

SKILLS/APTITUDE

Essential

- Sound knowledge of quality assurance
- Ability to analyse complex data to inform future opportunities and improvements
- Strategically and intellectually curious
- Collaborative and multidisciplinary leader
- Resilient, reflective and accountable
- Compassionate, relational and emotionally intelligent

Desirable

- Motivated by challenge and the concept of continuous development / improvement

VALUES

Essential

- Visionary and values-led
- To act with integrity in all areas

“ Working at The Sheiling Ringwood (TSR) has been an incredible experience. The recruitment process was transparent, welcoming and efficient, and now, being part of this team is inspiring. TSR’s culture of promoting collaboration and personal growth makes each day rewarding. I am learning and growing continuously, contributing to an enriching professional experience. ”

MEMBER OF STAFF 2024



SAFER RECRUITMENT

The Sheiling Ringwood (TSR) is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment.

We reserve the right to vary or amend the duties and responsibilities of the post and the post-holder at any time according to the needs of its Charitable business.

TSR is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment. An enhanced DBS and Barred List Check will be required. Staff are also prohibited from promoting extremist/radical religious or one-sided political views whilst working at TSR and/or whilst participating in activities associated with their employment.

Your Right to Work will need to be established as part of the appointment process. We will also carry out an online search for all shortlisted candidates, in line with the latest Keeping Children Safe in Education (KCSIE) guidelines.

For more information please visit thesheilingringwood.co.uk/recruitment

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Their safety and safeguarding practice are managed like a golden thread that runs through all aspects of the children's care.

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OFSTED RESIDENTIAL INSPECTION 2024





The Sheiling Ringwood School & College

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HR: hr@thesheilingringwood.co.uk

Recruitment: applications@thesheilingringwood.co.uk

BH24 2EB will take you to the centre of the postcode. Following just the postcode will not bring you to us, but to another site within the same postcode. Please use the Horton Road turning from the Ashley Heath roundabout to accurately find us.

Alternatively, use our what3words grid reference:
[w3w.co/declines.dusters.tractor](https://www.what3words.com/declines.dusters.tractor)



thesheilingringwood.co.uk