

# Samuel Cody School

## Deputy Headteacher Information Pack

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Primary / Secondary: 01252 514194 Cody Oaks: 01252 985425



we would like our Deputy Headteacher to be kind they need to be alone to communicate with Students, including listening. They need to understand the issues that young People have, act on the difficulties we are having and help them with their drama. our Deputy Headteacher needs to show authority so that Students respect and listen to them. They need to be calm and relaxed and treat us respectfully. We would expect your Deputy Headteacher to wear proper attire.

From

Samuel Cody, Secondary Students.

OUR DEPUTY HEAD WILL LISTEN TO AND SUPPORT OUR IDEAS. YOU WILL NEED TO BE ORGANISED AND BE ABLE TO SHARE YOUR IDEAS WITH OTHER SENIOR LEADERS. WE WOULD LIKE YOU TO TELL US WHAT IS HAPPENING IN ADVANCE. YOU WILL ALSO BE POLITE AND RESPECTFUL TO EVERYONE IN THE SCHOOL COMMUNITY. YOU WILL SUPPORT ALL STUDENTS REGARDLESS OF RACE OR SEXUALITY. WE HOPE YOU WANT THE JOB AND WE'RE LOOKING FORWARD TO MEETING YOU SOON.

FROM  
CODY OAKS STUDENTS

we would like our Deputy Headteacher to be a good teacher of math English food technology and topic. they will to make sure learning is fun and remember that school is not just about making new friends too. Our Deputy Headteacher need to take care of us especially when we are having tough times. they will need to be able to help children to relax. We also want our Deputy Headteacher to plan new rules go on trips and help with fundraising. Our Deputy Headteacher will to look after the staff too. we're having visitors and look forward to meeting you soon. From Rockets class at Samuel Coleridge Primary School. Written by Paris



# Welcome

Thank you for your interest in the role of Deputy Headteacher at Samuel Cody School. This information pack is designed to provide you with a comprehensive overview of our school, including our values, vision, curriculum, and what we seek in our next school leader. We are excited about the future and are looking for a passionate and driven individual who shares our ambition and commitment to inclusive, high-quality education for young people with special educational needs.

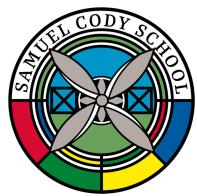
# About Us

Samuel Cody School is a thriving and inclusive special school located in Farnborough, Hampshire. We are one of the largest special schools in the county and offer our students an exceptional school experience. We serve students from across Hampshire and from neighbouring counties. All our students have an Education, Health and Care Plan (EHCP), and most have a primary diagnosis of Moderate Learning Difficulties (MLD) or SEMH (Social, Emotional and Mental Health needs). Many also have additional or co-existing needs including Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and associated speech, language, and communication challenges.

We cater for students from Year R and KS1 through to KS4, with dedicated primary, secondary and SEMH departments. Our newly created offsite curriculum centre (Cody Coppice) supports young people who find it difficult to engage in a traditional school setting through a forest school approach to re-engage with education or as an early intervention strategy for those at risk of disengaging. Our school promotes a whole-child approach to education. We celebrate individual strengths and provide tailored support for areas of need, delivering a full secondary curriculum alongside a nurturing and therapeutic environment. We strongly believe that children learn best through multi-sensory experiences (seeing, hearing, doing, and feeling) and we adapt our teaching to meet the needs of our learners.

At Samuel Cody, students benefit from a happy, safe, and respectful school community where they feel valued, supported, and inspired to thrive.

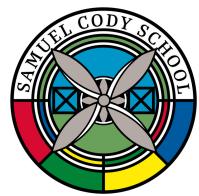
# Our Purpose



Samuel Cody School exists to educate and support children and young people in a safe, nurturing, and inclusive environment. We are committed to equipping every student with the resilience, skills, and attitudes they need to succeed as adults in a changing world. We achieve this through:

- A broad and balanced curriculum, aligned to the National Curriculum and designed to be accessible, engaging, and relevant to our students' assessed needs. The curriculum prepares students for adulthood, independence, and meaningful futures.
- Academic and vocational qualifications, including GCSEs and a wide range of Level 1 and 2 awards, BTEC's and other vocational qualifications, ensuring each student has multiple routes to post 16 success based on their individual strengths and interests.
- Targeted therapeutic and behavioural support, including one-to-one interventions, ELSA (Emotional Literacy Support Assistants), speech and language therapy, trauma and attachment-informed practices, LEGO therapy, counselling, art therapy, and other bespoke services.
- Flexible, personalised learning, where staff carefully plan and adapt lessons to match individual learning needs and cognitive profiles.
- Expert and empathetic staff, who are either QTS-qualified or working towards it, and trained in understanding and responding to the diverse needs of students with SEND.
- Small, nurturing class groups and structured learning environments that enable individual attention and promote emotional wellbeing and social development.
- Rich social and cultural experiences, including enrichment activities, outdoor learning, residential trips, and access to community-based programmes that help students build social capital and confidence.





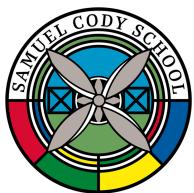
# Cody Oaks SEMH Unit



Our integrated purpose built multi-million pound Social, Emotional and Mental Health (SEMH) provision, Cody Oaks, serves learners aged 9–16 with SEMH needs. These students often face significant barriers due to trauma, anxiety, social communication difficulties, or other neurodevelopmental needs.

Cody Oaks offers:

- A trauma-informed, attachment-aware staff team trained to respond to SEMH challenges with empathy, structure, and consistency
- A flexible curriculum based on the National Curriculum, tailored to individual learning needs, and supplemented with enrichment and therapeutic activities
- A focus on academic achievement and vocational skills to build confidence and purpose
- Designated key workers for each student, offering consistent relational support and advocacy
- Therapeutic classroom environments that prioritise wellbeing, with access to in-house and external therapeutic professionals (e.g. art therapy, speech and language, ELSA, counselling)
- Strong pastoral care that extends to family engagement and wraparound support



# Samuel Cody Primary and Secondary School

We believe that every student deserves a rich, relevant, and engaging curriculum that sets them up for success. Our curriculum is:

- Aligned to the National Curriculum but adapted to reflect each learner's stage, ability, and interest
- Designed to develop functional literacy, numeracy, social understanding, and vocational skills
- Structured to support academic progression from pre-entry levels up to GCSEs and vocational qualifications
- Infused with therapeutic, creative, and practical elements to ensure a holistic educational experience

## Year R

- EYFS curriculum including enriching additional activities and opportunities

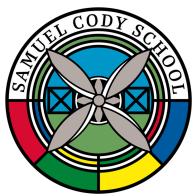
## Key Stage 1 and 2:

- Thematic and cross-curricular learning in English, Maths, Science, Humanities, ICT, PE, Art, Food Technology, and PSHE
- Access to therapeutic activities and structured play

## Key Stages 3 and 4:

- Academic subjects (including English, Maths, Science, History, Geography, Art, PE)
- Vocational training in areas such as Hair and Beauty, Mechanics, Sports Leadership, ICT, and Design Technology
- Functional skills programmes and bespoke literacy/numeracy interventions
- Enrichment activities including climbing, cycling, swimming, sailing, and off-site learning
- Careers education and work experience opportunities through specialist providers





# The Deputy Headteacher Role

Pay Range: L21 to L25 (£84,699 - £93,424)

Responsible to: Headteacher

Job start date: September 2026

Contract/Hours: Permanent, Full-time

## Main purpose

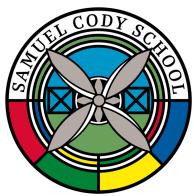
**Under the overall direction of the Headteacher play a lead role in:**

- formulating the aims, objectives of the school and establishing the policies through which they are to be achieved.
- being responsible for the standards and curriculum of students across the whole school including monitoring of progress towards achievement.
- Proactively manage staff and resources.
- Take full responsibility for the school in the absence of the Headteacher.
- Carry out the professional duties of a teacher as required.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for Deputy Headteachers and the school's own policy.

## Main Duties and Responsibilities:

### Shaping the future

- In partnership with the Headteacher and governors, implement an ambitious vision for the future of the school
- Play a leading role in the school improvement and school self-evaluation planning process
- In partnership with the Head Teacher manage school resources
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others
- In partnership with the Head Teacher, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken into account
- Ensure provision meets all statutory SEND requirements



## School culture and behaviour

- Work alongside the senior leadership team (SLT) and other staff members to maintain a culture where students experience a positive and enriching school life
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all students
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND code of practice.

## Teaching, curriculum and assessment

- Help to sustain high-quality teaching across all subjects and phases, based on evidence
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Support curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all students are taught to read

## Professional development

Under the direction of the headteacher, the deputy headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

## Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students

**Person Specification:**

Criteria	Essential	Recruiting method
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>NPQSL or equivalent (desirable)</li> <li>Coaching qualification (desirable)</li> </ul>	Application form
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful leadership and management experience in a school</li> <li>Evidence of whole school responsibilities and experience of turning policy into effective and successful practice</li> <li>Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school</li> <li>Involvement in school self-evaluation and development planning</li> <li>Demonstrable experience of successful line management and staff development</li> </ul>	Application form and interview
<b>Skills and knowledge</b>	<p>Professional skills</p> <p>Ability to:</p> <ul style="list-style-type: none"> <li>Analyse data, to evaluate the performance of students and plan an appropriate course of action for whole school improvement</li> <li>Develop and review whole school systems to ensure robust evaluation of school performance and actions to secure improvements</li> <li>Lead and manage a school team/s to successfully achieve agreed goals</li> <li>Be an effective team player that works collaboratively and effectively with others</li> <li>Develop and deliver effective and inspirational professional development for staff</li> <li>Communicate effectively to a wide range of different audiences</li> <li>Support, motivate and inspire both colleagues and pupils by leading through example.</li> </ul>	Interview

Criteria	Essential	Recruiting method
	<ul style="list-style-type: none"> <li>Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>Understanding of school finances and financial management</li> <li>Effective communication and interpersonal skills</li> <li>Build effective working relationships</li> <li>Deal successfully with situations that may include tackling difficult situations and conflict resolutions</li> <li>Work successfully with a range of external agencies</li> </ul> <p>Professional knowledge</p> <ul style="list-style-type: none"> <li>A clear understanding of the essential qualities necessary for effective teaching and learning</li> <li>Up to date knowledge or statutory regulations and guidance relating to the post</li> <li>Excellent knowledge or and commitment to SEND and inclusive practice</li> <li>Understanding of how to meet the needs of children with SLD (desirable)</li> </ul>	
<b>Personal qualities</b>	<p><b>Personal qualities</b></p> <ul style="list-style-type: none"> <li>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>Ability to work under pressure and prioritise effectively</li> <li>Problem-solving abilities</li> <li>Commitment to maintaining confidentiality at all times</li> <li>Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li> <li>Well-developed emotional literacy</li> <li>A commitment to maintaining wellbeing</li> </ul>	Interview

Criteria	Essential	Recruiting method
<b>Commitment</b>	<p>Demonstrate a commitment to:</p> <ul style="list-style-type: none"> <li>• Equalities</li> <li>• Promotion the school's vision and ethos</li> <li>• High quality, stimulating learning environments</li> <li>• Relating positively to and showing respect for all members of the school and wider community</li> <li>• Ongoing relevant professional self-development</li> <li>• Safeguarding and child protection</li> </ul>	Interview

<b>Special conditions related to the post</b>
<p><b><i>Samuel Cody School and Hampshire County Council are committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.</i></b></p> <ul style="list-style-type: none"> <li>• Enhanced disclosures and barring service (DBS) certificate with barred list information</li> <li>• Receipt of two satisfactory employer references one of which must be from your current or most recent employer</li> <li>• Satisfactory verification of relevant qualifications</li> <li>• Satisfactory health check</li> </ul> <p>All new employees are required to undertake mandatory training.</p>

<b>How to apply</b>
<p>Visits to the school are essential and we warmly welcome and encourage prospective candidates to do so. Please contact our office to arrange a tour and discover for yourself the spirit and energy that makes Samuel Cody School so unique.</p>
<p>Please complete an application form and send it to <a href="mailto:recruitment@samuelcody.hants.sch.uk">recruitment@samuelcody.hants.sch.uk</a></p> <p>Please note that CVs will not be accepted.</p>
<b>Closing date</b> - Applications must be received by 3 pm on 19th January 2026
<b>Interview Date</b> - Interviews for short listed candidates will take on 28th January 2026