

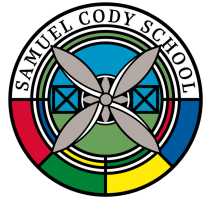
Samuel Cody School

Headteacher Information Pack

Samuel Cody School, Ballantyne Road, Farnborough, GU14 8SN. Email:
adminoffice@samuelcody.hants.sch.uk

Primary / Secondary: 01252 514194 Cody Oaks: 01252 985425

Welcome from our Chair of Governors



Dear Applicant

Thank you very much for your interest in the Headteacher role here at Samuel Cody School. With our excellent current Headteacher retiring at the end of this academic year after 6 years leading our School, we are keen to appoint a dynamic individual, to build on exceptional leadership and to drive the next chapter of success of a truly extraordinary special school.

Our goal is to be a beacon of excellence in SEND (MLD / SEMH) provision, not just in Hampshire but in the UK , providing an environment where every student can thrive and prosper, where each student is at the heart of everything we do. " All different, all equal, all achieving " . Our strong school ethos is based on our values and is the golden thread evident in all we do. We are passionate in our aim for every student to attain as much as possible, to overcome whatever challenges they face and with support to create a foundation to achieve their potential. However, as a School , we continue to strive for more and develop further - "success is never final " - there is always more to achieve.

As Headteacher you would lead a team of engaged, creative and enthusiastic Staff with a range of experience to offer, who very often go 'above and beyond ' in support of our students. You would be actively supported by a committed group of Governors who have considerable experience in business, in education, and in wider public services, each one of whom are vested in your success .

We also benefit from our valued relationships with our wider school community including of course, Parents, who are an essential ingredient in the success of Samuel Cody.

We view this as a great opportunity for an energetic and inspirational leader, who shares our values and who will add a new leadership perspective, to join us and build on our previous success - taking the school to the next level of excellence!!

We look forward to receiving your application.

Kind regards

Steve

Stephen Preece - Chair of Governors



Welcome

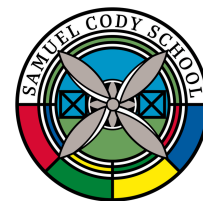
Thank you for your interest in the role of Headteacher at Samuel Cody School. This information pack is designed to provide you with a comprehensive overview of our school, including our values, vision, curriculum, and what we seek in our next school leader. We are excited about the future and are looking 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 Vision

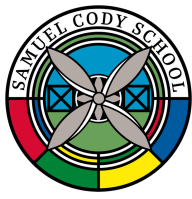
Our vision is to be a beacon of best practice in SEND education; a school where high standards and high expectations inspire both learners and staff. We are committed to creating an outstanding special school that supports each young person to become:

- A confident and happy individual
- Someone with a strong sense of self-worth and identity
- A young person equipped with life skills, qualifications, and positive personal attributes
- A contributor to society with clear goals and aspirations

We strive to reduce the anxiety and isolation often experienced by students with SEND through a compassionate, flexible, and inclusive approach. Our multidisciplinary approach includes input from a range of professionals including speech and language therapists, occupational therapists, physiotherapists, counsellors, play therapists, educational psychologists and social services who work collaboratively with staff and families to remove barriers to learning.



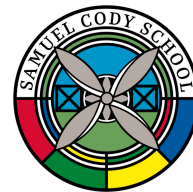
Our Purpose



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.
- A whole-school therapeutic approach to behaviour, with consistent, compassionate support embedded in all aspects of school life.
- 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.





Our Values

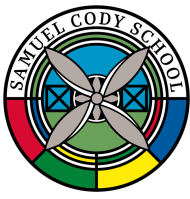
We are guided by a strong set of shared values that underpin our daily practice:

- Everyone has something to offer
- Respect for the individual
- Professionalism in all that we do
- All different, all equal, all achieving
- Absolute integrity
- Together Everyone Achieves More (TEAM)
- Ambition for excellence

As a result, we expect:

- **High attendance across the school**, supported by robust systems and strong pastoral care. We work closely with families to reduce any barriers and ensure that students feel safe, welcomed, and eager to attend school every day.
- **A reduction in behaviour incidents over time**, as students develop improved emotional regulation, resilience, and trust in adult relationships through consistent therapeutic support and structured interventions.
- **Development of independence and life skills**, helping students build essential competencies in communication, social interaction, self-care, and everyday living to support long-term independence.
- **Achievement of meaningful qualifications**, with all Key Stage 4 students supported to gain at least five accredited qualifications, including English and Maths, as a foundation for further education or employment.
- **Successful post-16 transitions**, ensuring every leaver is engaged in education, training, or apprenticeship pathways within six months of leaving, thanks to tailored guidance and strong links with external providers

"Your belief that 'safe, secure, happy children will learn' is shared by your team and governors, all of whom work hard with pupils and their families to realise this vision. Staff and pupils have very strong working relationships and, as a result, pupils are happy and successful, making good progress from their starting points"
Ofsted October 2017



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

Whole School Curriculum

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

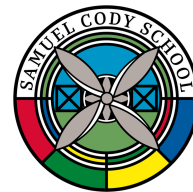
Key Stage 1 and 2:

- 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 Headteacher Role

Group Size: 8

Pay Range: L28-34 £100540 - £116456

Responsible to: The Governing Body

Main purpose of the job:

- To carry out the duties set out in the School Teachers' Pay and Conditions Document for Headteachers.
- To promote and model Samuel Cody's values and successfully implement and adhere to the Governing Body's policies in line with the Local Authority's Scheme of Delegation.
- To ensure the resources at Samuel Cody are successfully utilised to create learning environments that enable children to thrive and to achieve.
- To provide professional leadership for the school which ensures high quality education which inspires and motivates its pupils.
- Through personable and visible leadership maintain effective working relationships with all stakeholders.
- To be responsible for the leadership, internal organisation, management and control of the school.
- To maintain a safe and caring environment which safeguards the welfare of all pupils and staff.
- To ensure the school fulfils its statutory duties.

Main tasks

School culture

The headteacher will:

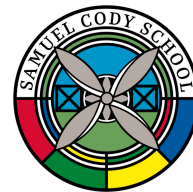
- Sustain and enhance the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Foster a culture where pupils experience a positive and enriching school life which prepares them for their next phase of education.
- Promote positive and inclusive relationships through high expectations and consistency of approach.
- Ensure a culture where all strive for excellence and uphold ambitious educational standards and staff professionalism.

Teaching

The headteacher will:

- Sustain high-quality, expert, evidence-informed teaching across the school.
- Ensure all staff receive effective performance management.





The Headteacher Role

Curriculum and assessment

The headteacher will:

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise.
- Ensure that a culture of reading is created and valued.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Ensure teaching and curriculum approaches are in line with best practice and the specific needs of each child.

Professional development

The headteacher will:

- Ensure staff have access to high-quality professional development opportunities which align to school improvement principles.
- Prioritise professional development and ensure opportunities are drawn from a range of avenues.

Organisational management

The headteacher will:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds and adherence to governing body and Local Authority requirements.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.
- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.

Continuous school improvement

The headteacher will:

- Work collaboratively with the governing body and school staff to identify priority areas for school improvement.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in partnership

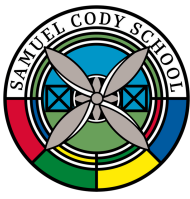
The headteacher will:

- Forge constructive relationships with all involved in the school community.
- Establish and maintain positive working relationship with professionals and other schools and organisations.

Governance and accountability

The headteacher will:

- Understand and welcome the role of effective governance and establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff understand their professional responsibilities and that the school is effectively and efficiently operating.



How to Apply

Visit: <https://samuelcody.hants.sch.uk>

Safeguarding Statement

Samuel Cody School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

Closing Date: 14 November 2025

Interview Date(s): 1 and 3 December 2025

Job Start Date: September 2026

Contract/Hours: Permanent, Full-time

Salary Type: Leadership Scale

Salary Details: The indicative pay range is set at L28 – L34 £100540 - £116456

Contact e-mail address: htrecruitment@hants.gov.uk

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.

Join us in shaping a future where every child matters, every voice is heard, and every success is celebrated.