



Danecourt
School

Danecourt School

Candidate Information Pack



Maritime
Academy
Trust

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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 257 children attending the school which is based across three sites. The largest site, Danecourt@Gillingham caters for approximately 195 children. In addition we have a satellite at Featherby Primary School for our children within the Early Years and a satellite at Bligh Primary School for some of our key stage 2 children.

Danecourt was last inspected in November 2024 when Ofsted reported that evidence gathered during the ungraded inspection suggested that the school's work may have improved significantly across all areas since the previous inspection in June 2019 (<https://files.ofsted.gov.uk/v1/file/50263964>). The report highlighted that 'Expectations of what pupils can achieve are very high here. Despite the many barriers pupils at this school face, their personal and academic achievements are impressive' and that 'Teaching assistants impact positively on pupils' learning'.

Danecourt@Gillingham and Danecourt@Featherby are located just off the A2 in Gillingham and Danecourt@Bligh is located in Strood, just minutes away from the M2. All sites have excellent transport routes and are located on main bus routes as well as being approximately 2 miles away from Rainham and Gillingham train stations.

Danecourt is 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 oce - 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



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"

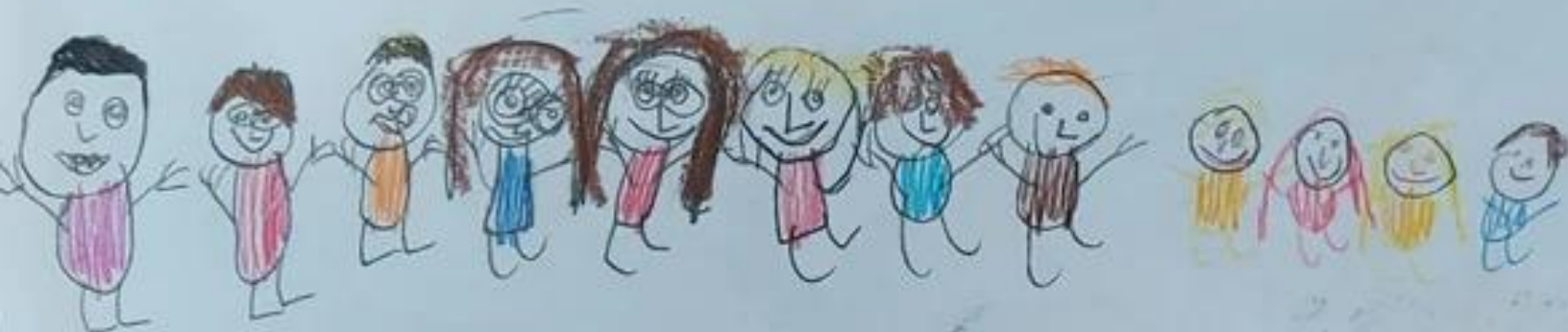
Bobby

"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.

Your Maritime 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.

National Terms & Conditions



Mental Health First Aiders



Enhanced maternity & paternity benefits



CPD & Progression opportunities



Early salary access & financial advice



Interest free Travel Work Loans



Access to face to face counselling sessions



Annual Flu Vaccinations



Eyecare Vouchers



Local Government & Teachers Pensions Schemes



Cycle to Work Scheme



Comprehensive Employee Assistance Programme



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 ECT 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 an Enhanced 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, gaps in employment history and fully completed referee contact details. 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

You will be notified as to 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

Online Checks

In line with KCSIE 2024 guidance, as part of the shortlisting process, the Trust reserves the right to conduct an online search on shortlisted candidates as part of our due diligence and to share any pertinent information found concerning a candidate's suitability to work with children with Hiring Managers to be discussed at interview stage

Safeguarding

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children. See our policy statement on the recruitment of ex-offenders

Maritime Academy Trust is committed to recruiting with care and safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

A copy of our recruitment of ex-offenders policy can be [found here](#)

[A copy of the Maritime Child protection and safeguarding policy can be found here](#)

If you are shortlisted you will be asked to complete a Criminal History declaration form.

Privacy

A copy of our privacy statement for job applicants can be [found here](#)

Diversity

Maritime Academy Trust embraces diversity and equal opportunity in a serious way. We are committed to building a team that represents a variety of backgrounds, perspectives and skills. The more inclusive we are, the better our work will be.

Job Description

Job Title:	Deputy Headteacher
Grade:	L18 - L23
School/Team:	Danecourt School
Reporting To:	Headteacher
Direct Reports:	Middle Leaders, Teachers, and Support Staff

Purpose of Job:

To work with the Headteacher and the leadership team leading the school in providing an outstanding quality of education.

To ensure that equality, safety and mutual respect are central to the aims and ethos of the school and these should be reflected in all aspects of the Deputy Headteacher's work.

If the headteacher is absent from the school, a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the Trust.

Specific Responsibilities:

Strategic Direction and School Development.

Supporting the Headteacher in developing a strategic view for the school in its community.

Taking overall responsibility for a key areas of whole school development, and within that:

- Ensuring that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which will secure the educational success of the school.
- Ensuring that policies and practices take account of national, local and school data, inspection and research findings.

Supporting the Headteacher in monitoring, evaluating and reviewing the effects of the school's policies, priorities and targets and taking action if necessary; particularly, but not only, within their team.

Deputising, where necessary, for the Headteacher and, in her absence, assuming full responsibility for leading the school.

Job Description

Teaching and Learning

Working with the Headteacher to secure and sustain highly effective teaching and learning throughout the school and within the satellite provisions.

Using benchmarks (where appropriate) and setting targets for improvement.

Creating and maintaining an environment which promotes and secures outstanding teaching and learning, high standards of achievement and excellent behaviour.

To implement the curriculum and its assessment; monitoring and evaluating these in order to identify and act on areas for improvement.

Working with leaders to ensure effective teaching and learning across the school.

Monitoring and evaluating the quality of teaching and learning and outcomes of all pupils and groups of pupils in order to support the Headteacher in setting and meeting challenging, realistic targets for improvement.

Developing and maintaining effective links with other schools, and the local and wider community, to extend the curriculum and enhance teaching and learning.

Creating and maintaining an effective partnership with parents/carers to support and improve pupil outcomes and personal development.

Leading and Managing Staff

To comply with all safeguarding procedures and principles as detailed by policy and practice locally and nationally.

To take the role of Deputy Designated Safeguarding Lead and work within the safeguarding team. Please refer to the specific DSL job description.

Leading teams across Danecourt and within those teams:

- Maximising the contribution of staff to improve the quality of education provided and standards achieved and ensuring that constructive working relationships are formed between staff and pupils.
- Planning, allocating, supporting and evaluating work undertaken by groups, teams and individuals, ensuring that there is clear delegation of tasks and devolution of responsibilities.
- Implementing and sustaining whole school systems for the line management of staff performance within the team, incorporating appraisal and targets for teachers and support staff - including targets relating to pupils' achievement.

Sustaining the motivation of self and other staff.

Job Description

Ensuring that professional duties are fulfilled, as set out in the Teachers Pay and Conditions Document.

Leading by example; demonstrating and ensuring the continuous commitment by all staff to help keep the children and young people in our care are safe.

Developing Self and Working with Other

Work with the Headteacher to build a professional learning community which enables others to achieve.

Be committed to your own professional development.

Build a collaborative learning culture within the school, actively engaging with other schools to build effective learning communities.

Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

Develop and maintain a culture of high expectations for self and others.

Deployment of Resources

Working with the Leadership Team to ensure appropriate staffing is in place across teams, in order to improve the quality of education provided.

Managing allocated funds efficiently.

Supporting the Headteacher in managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

Managing, monitoring and reviewing the range, quantity and use of all available physical and virtual resources in order to improve the quality of education, improve pupils' achievement, ensure efficiency and secure value for money – particularly, but not only, within the team they lead.

Job Description

Accountability

Providing data, information and objective advice to the Headteacher to support her in securing effective teaching and learning, improved progress and attainment, efficiency and value for money.

Developing teams in which all staff recognise that they are accountable for the success of the school.

Supporting the Headteacher in presenting a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including Governors, the local community, OFSTED, the Trust and others.

Ensuring that pupils and parents are well informed about the curriculum, attainment and progress and about the contribution they can make to achieve the team and school's targets for improvement.

Other duties commensurate with the role may be required at the discretion of the Headteacher and Governors. This job description is not prescriptive and may be changed, in consultation with the post holder, to meet the changing needs of the school.

All teaching staff are expected to maintain the relevant standards as set out in the 'Professional Standards for Teachers'.

All post holders are accountable through the school Performance Management Policy.

The Governors and the Headteacher are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruitment procedures are effectively in place.

General

To undertake any other work appropriate to the level and general nature of the post's duties.

To undertake all duties with due regard to the provisions of health and safety regulations and legislation, the Trust's Equal Opportunities, Data Protection and statutory obligations in respect of safeguarding children.

Person Specification

Job Title:	Deputy Headteacher
Grade:	L18 - L23
Academy/Team:	Danecourt School

Method of Assessment: AF = Application Form, T = Test, P = Presentation, I = Interview

Shortlisting Criteria: Essential criteria assessed via application form should be used to shortlist.

Criteria	Method of Assessment	Essential/ Desirable
Knowledge & Experience		
Qualified Teacher Status (QTS) with a strong record of recent, relevant professional development, including leadership training	AF/I	E <input type="checkbox"/>
Extensive experience within a Special School setting, including curriculum development and understanding of current educational developments	AF/I	E
Experience of leading change and contributing to whole-school improvement, including involvement in strategic school development planning and self-evaluation	AF/I	E
Experience of performance management and holding staff to account to drive improvement	AF/I	E
Strong understanding of assessment in Special Education, including tracking pupil progress, identifying needs, and implementing effective interventions	AF/I	E
Secure knowledge of how pupils with severe, profound and complex needs, including autism, learn and progress	AF/I	E
Knowledge of government policy, safeguarding requirements, and systems affecting special education	AF/I	E

Person Specification

Understanding of school finance and resource management, supported by strong data analysis skills	AF/I	E
Experience of working collaboratively with Local Authorities, external agencies, schools, and other partners to meet pupil needs	AF/I	E
Commitment to working in partnership with parents, carers, and the wider community to support pupil development and achievement	AF/I	E
Further professional qualifications (e.g. NPQH) or commitment to ongoing specialist development	AF/I	D
Experience of leading and implementing curriculum development across a department or whole school	AF/I	D
Experience of contributing to and delivering strategic development plans, including across partnerships or multiple organisations	AF/I	D
Experience of managing delegated budgets and resources effectively	AF/I	D
Experience of working with governors, Local Authorities, external agencies, and the wider community to support pupil outcomes and wellbeing	AF/I	D
Experience of implementing national and local policy into practice	AF/I	D
Experience of leading rigorous self-evaluation and using data to inform school improvement and target setting	AF/I	D
Strong understanding of working in partnership with parents, carers, and professionals to support pupils Knowledge and experience of managing and supporting staff with challenging behaviour	AF/I	D
Understanding of safeguarding practices, including knowledge of the Designated Safeguarding Lead (DSL) role	AF/I	D
Ability to lead and implement initiatives in collaboration with partner organisations	AF/I	D

Person Specification

Skills and Abilities		
Ability to inspire, motivate and challenge staff and pupils to achieve high standards and deliver the school's vision	AF/I	E
Strong leadership skills, including the ability to lead key areas of school improvement, manage change, and build a culture of excellence	AF/I	E
Ability to monitor and evaluate the impact of staff performance, policies, and school initiatives	AF/I	E
Excellent communication and interpersonal skills, with the ability to engage a wide range of audiences (written and verbal)	AF/I	E
Ability to build and maintain positive, professional relationships with pupils, staff, parents, governors, and external partners	AF/I	E
Strong teamwork skills, with the ability to contribute effectively within a wider organisation such as the Trust	AF/I	E
High levels of emotional intelligence, resilience, and the ability to work under pressure and meet deadlines	AF/I	E
Ability to model high-quality teaching and support others to improve their practice	AF/I	E
Commitment to inclusion, equality, and working effectively with people from diverse backgrounds	AF/I	E
Ability to model exemplary teaching practice and support others to achieve high standards	AF/I	D
Strong interpersonal skills, with the ability to successfully lead initiatives and influence others	AF/I	D

Person Specification

Ability to build and sustain effective partnerships with schools and organisations locally, nationally, and internationally	AF/I	D
General		
Commitment to the highest standards of child protection and safeguarding.	AF/I	E
Understanding of and commitment to the Trust's/School's equal opportunities policies and ability to put into practice in the context of this post.	AF/I	E
Understanding of and commitment to the Trust's obligations in respect of the General Data Protection Regulations (GDPR) 2018.	AF/I	E



Contact Us



[@DanecourtSchool](https://twitter.com/DanecourtSchool)



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



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Please apply online via
the link below



<https://mynewterm.com/jobs/142266/EDV-2026-DS-93369>



[@MaritimeMAT](https://twitter.com/MaritimeMAT)



[@MaritimeAcademyTrust](https://www.facebook.com/MaritimeAcademyTrust)



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