

Statement of Purpose

Amberleigh Therapeutic School, Golfa Hall Powys

Education Overview

Amberleigh Care delivers independent education through its own in-house school, Amberleigh Therapeutic School, at Golfa Hall and is registered with the Welsh Government. Our ethos is to promote a safe and supportive learning environment in which pupils are valued and where we clearly communicate our high expectations. The school is co-located with its registered children's home and in-house therapy team and the whole site operates as a formal therapeutic community (TC). The school only exists in the context of the Therapeutic Community and this informs its whole ethos and operating approach.

Amberleigh Care operates an integrated approach to care, education, and therapy for its young people. The TC provides a deliberate and structured environment for this to happen and for individual disciplines to contribute both their technical element but also a wider 'added value' through the use of relationships. This evidence-based structure to the setting is itself part of the therapeutic intervention and the operation of the school exists within this context. This means that the role of teachers, carers and therapists go well beyond the narrower definition of their professional training.

The parallel use of the Good Lives Model (GLM) framework, praise, positive role modelling, behaviour management techniques and intervention strategies, provides and promotes consistency in staff approaches and expectations, whilst enabling pupils to work towards specific educational targets and objectives to gain a sense of integrated achievement. This is a highly relational and relationship based approach.

The TC context ensures a multi-disciplinary approach to the emotional well-being, positive risk management, assessment, goal setting and tracking across all disciplines. In the school in particular, this is most clearly expressed through a very strong pastoral focus, joint working with 'parents' (carers) and highly individualised and tailored approach to teaching and learning.

The Curriculum

Through an extensive curriculum that is broad, balanced, flexible and varied, we provide a vast range of nationally recognised and approved programmes of learning, that offer a range of both academic and vocational qualifications at varying levels (Entry Level, Functional Skills 1 – 3 and GCSE's) We operate a stage not age curriculum and pathways are suitably

matched to meet individual learning needs. We carefully select these programmes to promote higher levels of pupil motivation and establish clear and concise learning targets, with qualifications that are widely recognised by colleges of further education and prospective employers.

[Additional Learning Needs](#)

For pupils with a 'Individual Development Plan' or 'Educational Health Care Plans', targets will reflect the specified objectives within their IDP or EHCP. The Additional Learning Needs Co-ordinator, who is employed by Amberleigh Care, will regularly monitor IDP's and EHCP's and liaise closely with the therapy team to access additional assessments as required.

[School Staffing Arrangements](#)

The Headteacher is responsible for the strategic management and leadership of the school at Welshpool and leads education provided by Amberleigh Care and is line managed by the Proprietor, who is also the Managing Director for Amberleigh Care. The Headteacher is a key member of the management team for the TC and together with the Registered Manager of the home and the Therapy Manager, these three leads ensure a joined-up approach to the service delivery. A Deputy Headteacher supports with the responsibility for the day-to-day operational management and leadership of the school.

There are specific TC staff support mechanisms to promote reflection and to underpin the conscious use of relationships. As well as setting specific training staff are provided with group supervision spaces, staff dynamics spaces and have access to clinical supervision. This context is important as the school benefits from direct, on-site access to a team of carers, therapists and other staff to support any aspects of the school functioning.

Teaching staff are all qualified to varying degrees all of whom have a proactive, enthusiastic, and creative approach to teaching and learning within this specialist environment. The Deputy Headteacher takes full responsibility for the 'designated teacher role' and attends relevant meetings arranged for Looked After Children.

Education at Golfa, Amberleigh Care Staff Accountability and Qualifications Framework

<u>Manager/ Teacher/Tutor</u>	<u>Current Role</u>	<u>Subjects Taught</u>	<u>Additional Duties</u>	<u>Qualifications Held</u>
Sioned Davies	Headteacher		Designated Safeguarding Lead	Working towards NPQH PGCE – Post Compulsory Education and Training (QTLS) BA (Hons) Education & Early Childhood Studies Level 5 Teaching Disabled Learners
Alison Adams	Deputy Headteacher	Catering & Hospitality	Deputy Designated Safeguarding Lead Lead Internal Verifier	Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) C & G 730 Adult Education certificate Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
Mareike Wenzel	Teacher Trainee ALNCO	Golfa Stage 1 – English, Maths, Science DofE – Expedition	DofE Manager	PGCE Primary Education (QTS) BA Drama and Theatre Studies
Emma Phillips	Teacher Careers Advisor	Humanities DofE – Physical	School First Aider PSHE Lead DofE Leader	Working towards MA in Education Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (QTS) BA in Social Inclusion (Inclusive Education) Level 7 in Careers Leadership
Nathan Roberts	Teacher	Design Technology & Physical Education	Form Tutor – Designated Teacher DofE Leader	PGCE Secondary in Religious Education (QTS)

<u>Manager/Teacher/Tutor</u>	<u>Current Role</u>	<u>Subjects Taught</u>	<u>Additional Duties</u>	<u>Qualifications Held</u>
Bethan Jones	Teacher	Catering & Hospitality, Horticulture – Golfa Stage 1. DofE Volunteering	Form Tutor – Designated Teacher DofE Leader	PGCE Secondary (QTS) BA Physical Education
Karen Knight	Teacher	Drama Golfa Stage 2&3 – English DofE Skill	Form Tutor – Designated Teacher DofE Leader	PGCE (QTS) BA Drama and Dance
Natasha Needham	Teacher	Retail & Enterprise Creative Studies DofE Volunteering	Form Tutor – Designated Teacher DofE Co-Ordinator	BA Primary Education
Bryan Baldwin	Teacher	Golfa Stage 2 & 3 – Maths & Science DofE Skill	Form Tutor – Designated Teacher DofE Leader	Bachelor of Science QTS
Sarah Wilkinson	Nurture Intervention Lead		DofE Leader	Working towards BA in Therapeutic Childcare Foundation Degree in Therapeutic Childcare
Rebecca Shennan	Administrator		Exams Officer	Working towards BSc in Psychology