



**Anderson  
School**

## Recruitment pack

**Deputy Principal**

**To start in September 2017**

Dear Applicant

Thank you for your interest in this post.

The Anderson School is to be the first NAS Enterprise Campus, situated at Luxborough Lane, Chigwell, Essex. Due to open in September 2017, it is an exciting new development which will host more than just a school, as it will also have a specialist assessment and diagnostic centre, provide training, consultancy and outreach as well as opportunities for enterprise and employment.

The Campus will consist of a large purpose built secondary school, specialist unit for PDA students, a sixth form college, workshop facilities, enterprise centre, horticultural area, outdoor and indoor sports facilities, a specialist assessment and diagnostic centre and training facility.

The National Autistic Society (NAS) has been running schools for autistic children for some 50 years. We have always recognised, however, that the demand for autism specific education outstripped our ability to supply it so we are delighted to open this new venture which will demonstrate an innovative focus on employment and enterprise skills, further developing the learning and experience gained from our other five NAS independent schools and our two free schools.

The NAS schools provide wonderful opportunities to address the needs of autistic children and to transform not only their lives but also those of their families.

A school is nothing, however, without a skilled and dedicated staff team, led by an inspirational and visionary senior team of professionals. This is a wonderful opportunity for an experienced, skilled and suitably qualified educationalist to be part of establishing the new school and contribute to our vision of the school. I hope very much that you will feel that this team could include – should involve – you! If this is the case I look forward to receiving your application shortly.

You will find elsewhere in this pack information that will help you to complete your application including a brief history of the NAS and of its mission and vision, together with an organogram showing how the NAS is structured.

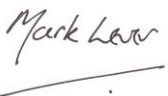
To apply for this role, please visit our job vacancy page at [here](#) and complete the online application form. Please let us know if there are any dates during the recruitment timetable (see below) when you will not be available.

We suggest that you complete the online application form within the closing date, to avoid delays.

Unfortunately, we cannot respond to all applications. If you have not heard from us within three weeks of the closing date, please assume you have not been shortlisted for interview on this occasion.

Once again, thank you for your interest and I hope to hear from you shortly.

With best wishes

A handwritten signature in black ink that reads 'Mark Lever'.

Mark Lever  
**CEO**  
**The National Autistic Society**

## Recruitment timetable for this role

Closing date for applications	28 <sup>th</sup> March 2017
Shortlisted candidates notified	Week commencing 27 March 2017
Interviews/tests	4 <sup>th</sup> April 2017
Anticipated start date (subject to notice period)	September 2017

If you have any queries, please contact Dr Jacqui Ashton Smith, Executive Director of Education on [Jacqui.AshtonSmith@nas.org.uk](mailto:Jacqui.AshtonSmith@nas.org.uk) or Dr Khursh Khan – Head of School Improvement on [Khursh.Khan@nas.org.uk](mailto:Khursh.Khan@nas.org.uk)

We look forward to hearing from you.

Yours sincerely

**Recruitment Team**



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## About The National Autistic Society

**The National Autistic Society (NAS) is the leading UK charity for autistic people (including those with Asperger syndrome) and their families. We provide information, support and pioneering services, and campaign for a better world for people with autism.**

We were formed in 1962 by a group of parents who were passionate about ensuring a better future for their children. Today, we have a head office in London, national offices in Northern Ireland, Scotland and Wales, and a network of regional offices and volunteer-run branches.

Across the UK, we have more than 3,000 staff employed in a wide variety of roles, from teaching staff to family support workers; campaign officers to speech and language therapists; and helpline advisers to administrators.

You'll find more information about us on our website: [www.autism.org.uk](http://www.autism.org.uk).



### Our strategic aims

In 2014, we launched a new five-year strategy. This sets out four key pillars of activity for our charity, all designed to make the maximum positive impact on the lives of the 700,000 autistic people in the UK and their families and friends.

**First, we will strive for excellence in our eight schools and 80 services.** Our charity started the first autism-specific school in the world and the first autism-specific residential service in the UK. We want to continue to pioneer new practice in our schools and services. We will quantify the outcomes and impact we achieve and expand the opportunities for the adults we support to engage in enterprise activities as well as smooth transitions between schools and services.

**Second, we will act as a trusted partner to autistic people, families and friends by passing on the knowledge we have gained through 50 years of practice.** We will help more people get the information and advice they need to navigate the key stages of life. We will learn how to anticipate people's information needs better so more people have the right information at the right time.

**Third, we will support more professionals working with autistic people to understand autism better, by sharing our knowledge through training, consultancy, conferences and expanding our Autism Accreditation scheme.** We will support employers and employability specialists as well as education, health and social care professionals.

**Fourth, we will effect social change by educating more of the public and more politicians about autism.** We want to move from 99% of the public being aware of something called autism to the public really understanding what more what it's like to be autistic in our society and what they can do to support autistic people. We will push for the Government policy at local and national level to include a real understanding of the impact on autistic people.

**To make these four pillars of activity possible, we need three key enablers to be in place.**

**First, we need to be leaders in autism expertise.** Our Centre for Autism will act as a knowledge hub at the centre of our charity, gathering and developing new autism practices.

**Second, our support services need to be as efficient as possible so that we can maximise the resources available for the pillars of activity above.**

**Third, we need to pay for all these activities.** We will grow our fundraised income, particularly our unrestricted income through increasing regular giving.

Through our pillars and enablers, we will help more autistic people get the understanding, support and appreciation they deserve and more people will be able to live the lives they choose.

## Our values

### **We learn from real experience**

We've spent over 50 years working together with people on the autism spectrum. But we move with the times and we understand that there's always more to learn.

### **We tell it like it is**

We share what we have learned about autism, so that more people can make informed decisions and lead the best lives possible.

### **We inspire**

We celebrate progress, open up new possibilities, spur people into action and motivate change.

### **We are courageous**

We won't accept ignorance or inequality and we'll never stop pushing for more understanding, greater support and a better world for people on the autism spectrum





## What we do

**We have approximately 20,000 members, around 110 branches and provide:**

- information, advice, advocacy, training and support for individuals and their families
- information and training for health, education and other professionals working with people with autism and their families
- specialist residential, supported living, outreach and day services for adults
- specialist schools and education outreach services for children
- out-of-school services for children and young people
- employment training and support and social programmes for adults with autism.

A local charity with a national presence, we campaign and lobby for lasting positive change for those affected by autism in England, Northern Ireland, Scotland and Wales.





## Our story

We started in 1962 as a small group of friends who were frustrated at the lack of understanding and help available for us and our children. Since then, we have grown into the UK's leading autism charity but our vision remains the same: a world where all people living with autism get to lead the life they choose.

### 1962. First meeting of founding parents

A group of parents come together to start what will later be called The National Autistic Society.

### 1963. First NAS logo developed

The first NAS logo is designed by a parent member of the Executive Committee, Gerald Gasson, and uses the symbol of a puzzle piece.

### 1965. Sybil Elgar School opens

Sybil Elgar is asked by some of the founding parents of the NAS to teach their children. Since it opened, 383 students have attended the NAS Sybil Elgar School in Ealing, London.

### 1967. First issue of *Communication* magazine

The first issue of our members' magazine was published - now called '*Your autism* magazine' it won the 2014 Charity magazine of the year award.

### 1968. Helen Allison School opens

Due to the popularity of our first school, Sybil Elgar suggests the NAS opens a second school in Gravesend; it is named after the first General Secretary, Helen Allison, upon her retirement.

### 1974. Somerset Court opens

The residential community in Brent Knoll, Somerset opens to provide continued support and care for students leaving Sybil Elgar School, and others.

### 1974. Radlett Lodge School opens

The school is in Radlett in rural Hertfordshire and supports children and young people with autism aged four to 19. Since it opened, 291 students have attended the school.

### 1976. Robert Ogden School opens

The school, originally situated in Wath upon Dearne, Rotherham and called Storm House, is in Thurnscoe, near Rotherham in South Yorkshire. The school supports children and young people with autism aged seven to 19. Since it opened, 480 students have attended the schools.

### 1982. Renamed The National Autistic Society

In 1982 the charity changes its name from The National Society for Autistic Children to The National Autistic Society.

### 1992. Autism Accreditation launched

The National Autistic Society and a network of affiliated local societies launch the quality assurance programme.

### 1994. NAS Cymru office opens



The NAS Cymru office opens in Cardiff.

#### **1995. NAS EarlyBird starts**

The EarlyBird programme is for parents whose pre-school child receives a diagnosis of autism.

#### **1995. NAS Scotland office opens**

The NAS Scotland office opens in Glasgow.

#### **1995. Employment Support starts**

The National Autistic Society recognises the importance of providing employment support to people with autism and opens its first employment support centre.

#### **1997. Autism Helpline opens**

The helpline is established started in order to answer the increasing number of calls and enquiries the organisation receives.

#### **1997. Jane Asher becomes NAS President**

Jane, having already been a Vice-President for some years, is made President of the NAS in recognition of all her hard work for people with autism.

#### **1998. Daldorch House School opens**

The school is in Ayrshire, Scotland. The school supports children and young people with autism aged five to 18. In addition, continuing educational opportunities and supported living arrangements are available for young people from 16-25 years as well as an outreach service for those aged five to 25.

#### **2003. Countess of Wessex becomes NAS royal Patron**

Her Royal Highness, The Countess of Wessex takes over this role from Her Royal Highness The Princess Royal.

#### **2005. NAS Northern Ireland office opens**

The NAS Northern Ireland office opens in Belfast.

#### **2009. Autism Act passed following NAS campaigning**

The *Autism Act 2009* becomes the first ever disability-specific law in England, after campaigning by the NAS.

#### **2012. The NAS celebrates its 50th birthday**

We're proud to have been making a difference for 50 years.

#### **2013. First free school opens.**

The National Autistic Society founds the NAS Academies Trust and opens its first free school, Thames Valley School.

#### **2013. Ask autism is developed and launched.**

Ask autism is a training service that has been uniquely developed and delivered by people on the autism spectrum and includes a range of online modules. It provides an 'insider' perspective of autism to give a unique understanding of how people on the autism spectrum would like to be understood and supported.

#### **2014. The NAS Radlett Lodge School celebrates its 40<sup>th</sup> birthday**

Celebrations included a balloon release

#### **2015. NAS Church Lawton School opens in East Cheshire.**

This is our second free school and teaches children on the autism spectrum from the ages of 4-19

**2015. The NAS holds its first ever World Autism Awareness Week**

**2015. The first NAS Cullum Centre opens at Salesian School in Surrey.**

This is the first of four purpose-built specialist centres the National Autistic Society (NAS) and Surrey County Council are opening within mainstream secondary schools the area, thanks to generous financial support from the Cullum Family Trust

**2015. The NAS Sybil Elgar School starts its 50th anniversary celebrations.**

This was the first autism-specific school in the UK, perhaps the world

**2016. The National Autistic Society launch Too Much Information**

This is the charity's biggest ever campaign. Too Much Information aims to increase public understanding of autism and launched with a video which was watched almost 60 million times

## More about Anderson School



### Vision, ethos & values

The centre at Luxborough Lane will provide the vehicle for the NAS over the next 10 years, to shape the future for many autistic people by changing the world of autism and employment. Our national centre at Luxborough Lane will be more than just a school, it will also have an assessment & diagnostic centre, provide training, consultancy and outreach, but most importantly, a focus on education, enterprise and employment and our partnership with Anderson's Construction and local businesses is key. The site will house a primary and secondary school, specialist unit, sixth form, workshop facilities, horticulture area, outdoor and indoor sports facilities, assessment and diagnostic centre, training facility and housing.

The aim of the school is to close the gap between employment and education to ensure sustainable routes to employment or further study therefore supporting students through education and into the world of work. In order to achieve this, we will embed the employer as an integral part of school life. The students will be linked with key employers and through a range of local partnerships to ensure that students obtain the vocational qualifications they require to secure meaningful activity and/or employment.

The school will deliver a curriculum that underpins the themes of education enterprise and employment and will follow the NAS 'my progress' framework. The focus will be on individualisation; designing a curriculum around a student's interests, aptitude and career aspirations. Staff employed will be specialists in this field and Job coaches, Placement Mentors and Careers Advisors will be employed on site.

The school will demonstrate an innovative focus on employment and enterprise skills, further developing the learning and experience gained from other NAS independent schools. This will give the school a distinctive role among other autism specialist schools, including the NAS' own schools in the region.

This is an exciting opportunity for the NAS within Essex and surrounding areas to inspire students, families and employers through developing a national example of best practice in supporting autistic young people into employment through effective partnerships with large companies such as construction, computer or engineering and creating a flagship that will be emulated nationwide. We will make close links with local chambers of commerce, employers and elected members to achieve this aim and encourage sponsorships and apprenticeships.

The centre will act as a hub of knowledge and expertise incorporating with strong links with other bases of autism research such as Cambridge University. From the outset we will capturing evidence and data to demonstrate the school's impact and support the development and evaluation of innovative education

practice and educational and clinical research. The Assessment and Diagnostic Centre will build on the specialist expertise developed at the Lorna Wing Diagnostic Centre and provide training for clinicians nationally and internationally.

The centre will also form a community hub reaching out to the wider community. The community will have access to the outdoor and indoor sports facilities, trim trail and training facilities. The school will develop links with family services, such as the provision of support services from the school and a space for meetings. Autism friendly spaces could also be made available for other groups and branches.

The centre will also be an education and outreach resource. A key element of this is that it should become a training centre for teachers and an Educational Leadership training programme. There will be opportunities to bring in children from other local schools for skills development and support students from other schools to gain vocational qualifications and employment experience.

The centre is intended to be a 'community resource' and a 'NAS resource' adding value to both and increasing the reach of the NAS. The school will provide 'school to school support' to local schools and resource centres, training and outreach. The facilities will be available for use by the local community and the vocational training opportunities will be offered to students in local schools and resource centres.

The proposal is to open the school as an independent school, but if possible consider converting to a free school in the future and increase NASAT portfolio and an attractive option for local commissioners.

The pedagogy of all schools within the NAS is informed by the NAS MyProgress methodology which has been developed through the NAS' 50 years' experience and by research evidence to ensure best practice in teaching young autistic people. The vision for the school on Luxborough Lane is that it will have the following impact on those for whom we will provide education:

#### **Our students will:**

- Develop skills for life as well as wellbeing and independence beyond the school environment.
- Develop a belief in the importance of what they can achieve, not what they can't.
- Recognise and develop personal strengths, interests and skills.
- Become empowered to make informed life choices through a structured approach to Person Centred Planning;
- Access a range of programmes from, Core and Extended National Curriculum, Vocational options, Work Skills/Placements, Enrichment, Sport and Leisure and Life Skills programmes;
- Develop into responsible citizens;
- Become self-aware and self-regulate their personal barriers to learning and to develop/maintain positive relationships.

In addition to this, the main aim of the school on Luxborough Lane is to focus on enterprise and employment. We believe that the focus on pathways into employment and developing an onsite employment support service is the right approach and will significantly benefit students. The NAS are concerned that only 15% of autistic adults are in employment and therefore 85% of autistic people, many of who are extremely talented, are not benefiting society and don't have a good quality of life as adults. The priorities for the school will therefore be:

- To harness, develop and unleash untapped talent and tailor the provision to individual student needs and interests.
- To close the gap between employment and education through apprenticeships, supported internships and sponsorships.
- To ensure sustainable routes to employment of further study therefore supporting students through education and into the world of work.
- To embed the employer as an integral part of school life.



- To seize opportunities for partnership working with colleges, businesses

The final points are key as the students would be linked with key employers and through a range of local partnerships ensure that students obtain the vocational qualifications they require and these result in employment. Staff employed will be specialists in this field and Careers Advice will be provided on site.

Involvement of parents in their child's education and strong partnerships with the school are essential in effective education. The school will provide a range of opportunities for parents to be involved in all aspects of the school.

#### **Our parents will:**

- Feel informed and supported in relation to their child's progress and develop
- Regard the school as a source of expertise and support
- Rate the school on Luxborough Lane high in satisfaction surveys
- Support the work of the school and participate in school community activities.

Community involvement and community support benefit both the school and the local community. The school aims to enhance and further develop the education provided to autistic students in Essex and surrounding boroughs and will seek to make strong and collaborative partnerships.

#### **Our local schools and community will:**

- Regard us as specialists in the field of autism
- Seek our advice and contributions on matters relating to autism, for individual students and whole school development
- Use our facilities and resources
- Welcome us in accessing some of their specialist facilities

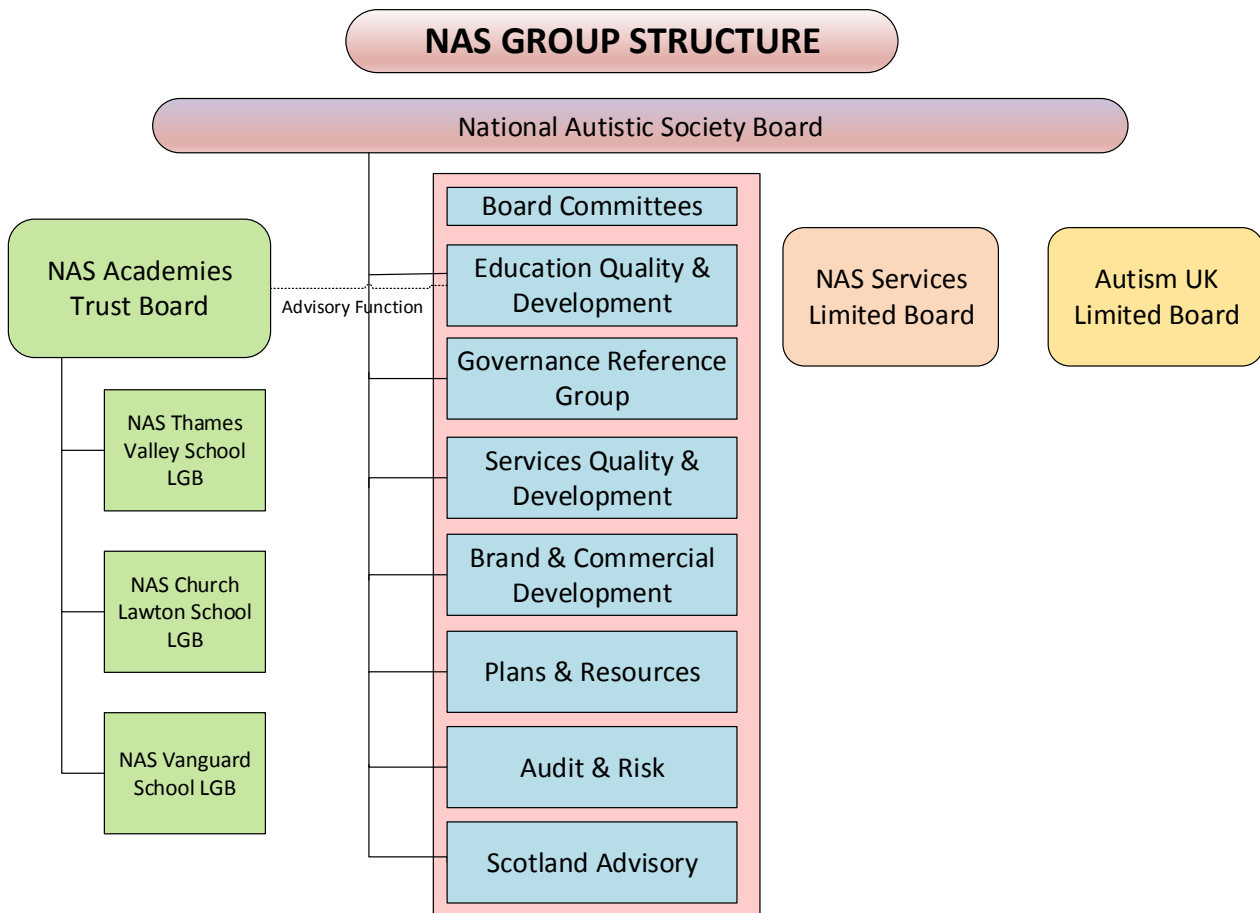
#### **In order to achieve this, working together, the NAS and the Anderson on Luxborough Lane will:**

- Have high ambitions for all students to fulfil their potential;
- Demonstrate a clear ethos of respecting each young person;
- Build on students strengths and capitalise on interests;
- Build on the extensive knowledge and experience of the National Autistic Society (NAS) to be creative, pioneering and innovative;
- Be regarded as a regional resource;
- Establish a curriculum that enables students to overcome their barriers to learning and developing social skills;
- Provide each student with a personalised learning programme
- Enable our students to become independent adults included in their local community
- Put significant emphasis on community based learning and shared activities with partner schools;
- Ensure all planning is outcome focused, person centred and co-produced with the pupil and their parent/carers
- provide students with a safe working environment;
- Establish experiential teaching, training and learning opportunities for all;
- Increase the chances of local young people on the autism spectrum gaining employment, engaging in extended interests beyond school and living safely in the community;
- Provide training and education for other internal and external stakeholders;
- Establish mutually beneficial relationships with partners in the community such as higher education, local business, local charities and other organisations.

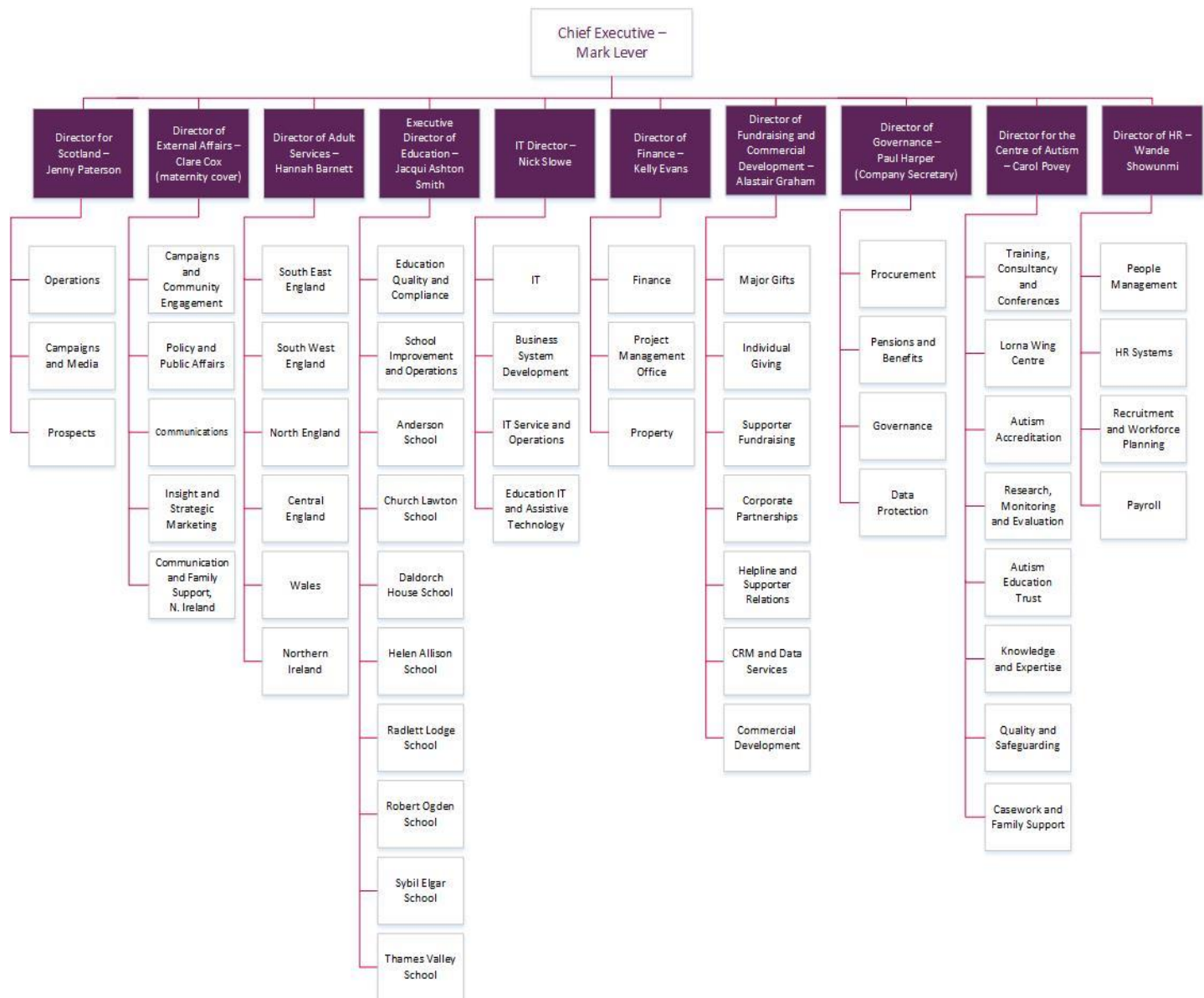
More information can be found on teaching methods on the National Autistic Society website: [www.autism.org.uk/](http://www.autism.org.uk/) and on our school website <http://www.autism.org.uk/services/nas-schools/anderson.aspx>



## Our structure



# NAS structure



## About the National Autistic Society Schools

**The NAS currently runs 7 schools.**

Five of our schools have an independent status. Our independent schools are funded by individual fees paid by local authorities and governed by our board of Trustees. Many of the regulations and conditions that apply to state-funded schools do not apply to independent schools.



Daldorch House School in South Ayrshire offers fully individualised care and education to children with autism aged 8 to 21. Their tailored mix of care and support provides their pupils with a stepping stone into a positive future.



Helen Allison in Kent is a positive, friendly school that's been bringing out the best in children and young people with autism aged 5 – 19 with autism for over 40 years. They provide a stimulating, high quality day education and residential services that helps each child reach their full potential.



Radlett Lodge School in Hertfordshire is a warm and welcoming day and residential school for children and young people with autism aged 4 -19. The school works hard to make sure that their pupils have the best education, the best opportunities, and the best start in life.



Robert Ogden School in Yorkshire opens up the world to each child and young person with autism, with a huge range of facilities and opportunities including enterprise. The school offers day and residential placements for pupils aged 5 -19.



Sybil Elgar School, our first school which opened 50 years ago in Middlesex, has a creative approach and performing arts specialism which helps every child and young person with autism learn and develop. They have an international reputation for innovation and a progressive approach to education. The school offers day and residential placements for pupils aged 4 to 19.

Two of our schools are free schools which are run through The National Autistic Society Academy Trust (NASAT), these are local day schools with a catchment area of about 45 minutes travelling time. Free schools have a local governance body and Board of Directors.

The two free schools are:-



Church Lawton School in Cheshire believes in academic excellence. In their specially designed environment for children with autism, children between 4 – 19 will build on their strengths, learn with confidence and enthusiasm and achieve the very best they can.



Thames Valley School in Reading helps students aged 5 – 16 with autism build on their strengths, learning, confidence and enjoyment. Their aim is to respond to the needs of each of their students, helping them to grow in confidence and achieve

### **NAS Cullum Centres in Surrey**

Four purpose-built specialist centres the National Autistic Society (NAS) and Surrey County Council have opened within mainstream secondary schools the area. The centres provide specialist support from trained staff, such as learning in small groups and therapies, and a calm setting to retreat to. The NAS Cullum Centres will be operated by the individual mainstream schools and pupils will spend the majority of their lesson time in the mainstream school itself. Every NAS Cullum Centre will follow [MyProgress®](#), The National Autistic Society's methodology to an autism-specific education.

### **Future developments**

The Vanguard school in Lambeth, due to open in 2018, will provide a curriculum offer for students from across the spectrum who have a range of learning needs. The school will provide opportunities for the development of a wide range of independent living skills and will have a focus on community inclusion

## Our offer




We are specialists. We provide support and education for young people with autism and we are focused on their progress. **MyProgress®** is the name of The National Autistic Society's schools offer.

With **MyProgress®**, children and young people will have the best start in life because every aspect of their care and education is tailor-made for them. **MyProgress®** guarantees that children and young people will use approaches that The National Autistic Society has tried and tested over many years: we know that they make a difference.

Teachers' works with speech therapists, psychologists and, of course, parents to **assess all areas of development**. This helps everyone understand strengths and needs.

### Every term:

	<p><b>My ability profile</b> demonstrates the unique way autism impacts on individuals and learning styles.</p>
	<p><b>MyProgress® meeting</b> identifies what the school and family can do to build on strengths and interests and support in the things found difficult.</p>
	<p><b>MyProgress® plans</b> sets out academic, social and independence targets and says how the curriculum and timetable are going to be tailored to meet individual needs.</p>
	<p><b>MyProgress® curriculum</b> puts significant emphasis on social communication skills, community based learning and enterprise. The curriculum is delivered using the <b>NAS SPELL philosophy</b> that includes a <b>blend of autism-specific interventions</b>.</p>

	<p><b>MyProgress® file</b> provides evidence of my achievements across academic (eg literacy), social (e.g. turn taking), emotional (e.g. managing emotions), and independence (e.g. caring for myself) aspects of learning.</p>
	<p><b>MyProgress® report</b> measures how individuals are doing against targets by rating progress red, amber or green. Achievements in green are celebrated and teachers develops an action plan to help improvement in those areas rated red.</p>
	<p>An important outcome of <b>MyProgress®</b> is ensuring that children are ready to move on to the next stage in their life. We work closely with families and pupils and our transition coordinator to create a <b>My Transitions Passport</b>. This documents describes pupils' skills, interests and aspirations and other key information to provide a clear plan for his or her future and lifelong learning.</p>

We provide a balance of a modified national curriculum and autism specialist curriculum tailored to meet individual needs. All students are respected and encouraged to develop their strengths and wellbeing.

We focus on developing functional academic, social communication, independent living and emotional regulation skills that allow our students to become independent adults who are included in their local community. They will be tailored to address local need and gaps in local provision.

The appropriate inclusion or integration of students into mainstream is an important stepping stone towards people with autism being fully included as valued members of their local community. It also promotes equal opportunities.

However, autism is a spectrum condition and requires a continuum of provision. Our specialist schools are part of that continuum of provision and local offer. Where a young person's needs cannot be met full time in mainstream, they will benefit from access to more specialist support. Our schools put significant emphasis on community-based learning and shared activities with partner schools that promote their inclusion into their local community. We will always strive with local authorities, parents and the local community.



## Job advertisement

**Job title: Deputy Principal**

**Location: Anderson School, Luxborough Lane, Chigwell, Essex, IG7 5AB**

**Salary: £54,953 - £61,743 per annum**

**Contract: Permanent Full Time**

### Who we are

We are the UK's leading autism charity. Since we began over 50 years ago, We have been pioneering new ways to support people and understand autism. We continue to learn every day from the children and adults we support in our schools and care services.

Based on our experience, and with support from our members, donors and volunteers, we provide life-changing information and advice to millions of autistic people, their families and friends. And we support professionals, politicians and the public to understand autism better so that more autistic people of all ages can be understood, supported and appreciated for who they are.

Until everyone understands.

### Who we are looking for

We are looking for an innovative Deputy Principal to be part of establishing and developing our exciting new autism-specific Secondary Special School in Chigwell, Essex. We are looking for someone who can support the Principal to create a distinctive ethos and philosophy so that from the moment a person enters the building they will know this is a school where pupils are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences.

This is an exciting opportunity for The National Autistic Society (NAS) within Essex and surrounding areas. We will inspire students, families and employers through developing a national example of best practice in supporting young autistic people into employment.

The school's provision will incorporate an Enterprise Hub and a Diagnosis and Assessment Centre. It will be a hub of knowledge and expertise incorporating strong links with leading universities and other educational establishments. Set on the NAS Enterprise Campus across 13 acres of land with all new purpose-built buildings and facilities.

This is an exciting opportunity for a passionate and inspirational leader within specialist education to lead the way in transforming the lives of young people on the autism spectrum and develop a true community school which is linked with community groups, parents, local authorities, and other schools in the region.

You will:

- Embrace the changing landscape in specialist education and oversee the development and operational management of the school with the support of the UK's leading charity for people with autism.
- Create a distinctive culture and philosophy so that from the moment a person enters the building they will know this is a school where pupils are respected,

achieve beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences.

To be considered for this role, you will need to be able to demonstrate strong leadership qualities (including those of innovation and vision), as well as demonstrating specialist ASD knowledge (through experience and practice).

### **Hours of work**

200 days inclusive of 10 non pupil training days (1 week autism specific and 1 week INSET). Normal hours may be varied to meet the changing needs of the school. There may be occasions when additional hours are necessary to meet specific or special requirements.

### **What we can offer you**

- Excellent induction, training and development programme including Autism specific interventions and NAS conference opportunities
- Reflective supervision, mentoring and coaching
- 24 hour access to online training
- Online staff discount scheme for a range of benefits(e.g. childcare voucher and cycle to work schemes)
- Access to a 24 hour Employee Assistance counselling programme
- Pension scheme
- Annual leave entitlement of 12 weeks inclusive of bank holidays
- Career progression opportunities

### **How to apply**

- To apply for this role please click [here](#) and complete the online application form.
- When completing the supporting statement, please refer to the job description and person specification and highlight any information that shows your suitability for the role.
- For more information about this job please email Dr Jacqui Ashton Smith – Executive Director of Education, on [Jacqui.AshtonSmith@nas.org.uk](mailto:Jacqui.AshtonSmith@nas.org.uk) or Dr Khursh Khan – Head of School Improvement on [Khursh.Khan@nas.org.uk](mailto:Khursh.Khan@nas.org.uk)

**Closing date:** 28<sup>h</sup> March 2017

**Interview date:** 4<sup>th</sup> April 2017

Applications for this job are sought from anyone who is suitably qualified and experienced for the role but particularly welcome from those with a diagnosis of autism or Asperger syndrome.

The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment. Successful applicants will be required to complete the relevant safeguarding checks.

Charity number 269425 (England and Wales); SC039427 (Scotland)

We are an equal opportunities employer.

## Job Description

Deputy Principal	
<b>Division / Function:</b> Anderson School <b>Reports to :</b> Principal – Anderson School	
<b>Why</b>	<b>Job summary:</b> <ul style="list-style-type: none"> <li>As a member of the Senior Leadership Team of the School take responsibility for an area of the school function (Curriculum, pupil, training, support for learning, or residential services).</li> <li>Support the Principal in the development and management of the school.</li> <li>Undertake the day to day organisation and operational management of the school</li> <li>To provide analysis of data to demonstrate progress made and intervention strategies in areas of teaching and learning.</li> </ul>
<b>What</b>	<b>Principal accountabilities</b> <ul style="list-style-type: none"> <li>Lead the process of continuous improvement and development, monitoring the effectiveness of classroom teaching</li> <li>In the absence of the School Principal, to monitor the day to day functioning of the finance, human resources, administration and facilities management of the school</li> <li>Insure that all referral procedures are implemented effectively and vacancies are carefully tracked</li> <li>Provide the highest standard of support assisting pupils in achieving their maximum potential through the implementation of the SPELL framework</li> <li>Develop the provision of the highest possible quality of education and care, maintaining a supportive atmosphere for each pupil.</li> <li>Ensure the attainment and achievement of teaching and learning outcomes</li> <li>Ensure that activities/programmes are consistently implemented in accordance with each pupil's individual plans</li> <li>Staff induction and training</li> <li>Develop and implement policies and procedures relating to your area of responsibility</li> <li>Monitor timetables, rotas and staff cover on all sites to ensure educational, care and multi-disciplinary input across all settings</li> <li>Head of Safeguarding across the Enterprise Campus, undertaking investigations and ensuring that all staff are aware and trained in Safeguarding</li> <li>Ensure that systems to identify, address and report on pupil's needs and achievements are in place</li> <li>Develop and build relationships with parents / carers and professionals</li> <li>Manage delegated budgets on a day to day basis</li> <li>Work closely with the School Principal to formulate the School Improvement Plan</li> <li>Work closely with the School Principal to formulate the annual budget, training needs analysis and staffing establishment</li> <li>Promote good practice in all areas of health and safety</li> <li>Manage staff within your function</li> </ul> <p>Job descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role.</p>

Competencies	<p><b><u>I am committed to making a difference</u></b>  I commit to NAS aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly. At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.</p>
	<p><b><u>I cooperate with others to work safely</u></b>  I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.</p>
	<p><b><u>I promote the NAS</u></b>  I represent and promote the NAS. I influence and raise awareness by talking positively about autism and NAS services to a wider audience. I build relationships and use a range of effective persuasion and negotiation styles to champion the rights and needs of people living with autism. I search for and obtain the resources to fulfill these needs.</p>
	<p><b><u>I communicate effectively</u></b>  I use appropriate methods, styles and language to communicate to different audiences. I communicate succinctly using clear language. I listen and take account of others' views and needs. I show understanding and use logic to communicate. I check that others have received and understood the intended message.</p>
	<p><b><u>I develop people's performance</u></b>  I allocate work, agree objectives and delegate as appropriate. I understand and consistently apply performance management processes and evaluate outcomes. I am not afraid to tackle difficult issues with people/performance. I give clear feedback and understand when and how to tell people what they need to do. I maximise individuals' performance by coaching and supporting them to develop.</p>
	<p><b><u>I adapt to changing priorities</u></b>  I adopt a flexible, proactive approach to get the job done. I am responsive to change and recognise when tasks are urgent and/or important, taking appropriate action. I prioritise activities and know when to say 'no'. I deal positively with last minute changes and interruptions. I look for practical solutions and know when to find different ways to achieve an objective.</p>
	<p><b><u>I develop new and existing activities</u></b>  I promote, develop and grow NAS services. I identify gaps in our activities and services, making the case for growth. I know when to share what works well and when something new is needed. I think creatively and practically about NAS activities and services. I seek best practice, building on others' new, alternative ideas and ways of doing things.</p>

<b>Person specification</b> <b>Criteria which will be used in shortlisting and selecting candidates.</b>		
Criteria	Essential	Desirable
<b>Skills/Abilities</b>		
<ul style="list-style-type: none"> <li>• A proven ability to create a united, committed and highly effective staff team.</li> <li>• An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence.</li> <li>• The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any under-performance, whilst developing the leadership skills of others.</li> <li>• Excellent interpersonal and listening skills; a high degree of emotional intelligence; the ability to advocate for students with autism and an effective oral and written communicator with children, staff and parents.</li> <li>• The ability to develop positive relationships with all young people.</li> <li>• Well-developed planning &amp; organising skills including time management, prioritisation, delegation and administration.</li> <li>• Ability to plan, monitor, evaluate, review and lead by example.</li> <li>• A proven ability to use data confidently and use analysis to inform and monitor interventions</li> <li>• Knowledge of current legislation and policies in the area of SEN , disabilities and student inclusion and understanding of current developments in education and their impact</li> </ul>	✓  ✓  ✓  ✓  ✓  ✓  ✓	
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>• Autism and autism specific educational strategies</li> </ul>	✓	

Experience		
<ul style="list-style-type: none"> <li>• A proven in depth understanding of autism and the impact of autism appropriate educational interventions</li> <li>• Appropriate experience in an autism provision in special school or specialist autism school.</li> <li>• Appropriate leadership and management experience - at least Assistant Head teacher level.</li> <li>• Ability to deliver outstanding teaching and learning</li> <li>• Have created high quality lesson plans and schemes of work, and shared these with a team of teachers.</li> <li>• The ability to communicate well, to work as a member of a team, and to have effective working relationships with students, staff and parents.</li> <li>• Committed to the personal professional development of themselves and of others.</li> <li>• Conducted lesson observations as a tool for improvement.</li> <li>• Have delivered high-quality training to other teachers.</li> <li>• Experience of working with a team of teachers to achieve successful results</li> <li>• Experience of leading significant curriculum initiatives that have had a sustained impact at department or whole school level.</li> </ul>		✓
		✓
	✓	
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	✓	
	✓	
Education & Certification		
<ul style="list-style-type: none"> <li>• Appropriate recognised teaching qualification</li> <li>• QTS</li> <li>• Further professional qualifications</li> <li>• Ongoing record of CPD including training or qualifications specifically related to ASD</li> </ul>	✓	
	✓	
		✓
	✓	
Context	<b>Interfaces</b>	
	Internal <ul style="list-style-type: none"> <li>• All NAS teams</li> <li>• Staff in Anderson School</li> <li>• SLT of School</li> </ul>	External <ul style="list-style-type: none"> <li>• Parents</li> <li>• Stakeholders</li> <li>• Members of the public</li> </ul>
	<b>Environment</b>	Work: School Travel: Attending meetings & training Hours: As per Teachers pay & conditions



	<b>Scope</b>	Financial: Budget Management People: Teachers, Support staff, Volunteers Resources: IT, School facilities
	<b>Safeguarding responsibilities</b>	The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment.
<b>Position</b>	Salary Band: Leadership pay scale	Range: £54,953 - £61,743
		Date Reviewed: 2/3/17

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Principal or Executive Director: Education

## Terms and conditions of Employment

Subject	Criteria
<b>Data protection</b>	<p>We will process the information or data you give on this form and hold it on computer and on your personal records if you are appointed.</p> <p>We may process the information or data for the purposes of monitoring, statistical analysis and to keep accurate employment records.</p> <p>By returning this form, you will be giving your explicit consent to the processing of the data in it, including anything that may be considered to be sensitive personal data by The National Autistic Society – who is your employer.</p>
<b>Salary</b>	Payment is made by bank credit transfer. Salary is paid monthly in arrears on or around the 28 <sup>th</sup> of each month.
<b>Safeguarding</b>	<p>The post holder must be committed to safeguarding the welfare of children.</p> <p><b>This post is subject to satisfactory enhanced disclosure and barring service check.</b></p>
<b>Medical Clearance</b>	The successful candidate will be required to complete a Function Based Health Assessment Questionnaire; this is for the purposes of assessing whether any reasonable adjustment can be made to enable you to undertake your role.
<b>References</b>	<p>Professional/Employment – please provide the names of TWO referees who are known to you in an employment/professional relationship. <b><u>You should include your Manager from your last employment.</u></b></p> <p>In addition references will be sought from all previous education or healthcare sector employers.</p>
<b>Notice</b>	Notice Period is based on Teacher's terms and conditions
<b>Working Arrangements</b>	<p>You will be required to work 200 days inclusive of 10 non pupil training days(1 week autism specific Training and 1 week INSET days) per annum. This will be worked in accordance with your school terms as defined by the LGB and advised annually in advance.</p> <p>Note: Normal hours may be varied to meet the changing needs of the school. There may be occasions when additional hours are necessary to meet specific or special requirements.</p>
<b>Leave</b>	<p>The dates of your School terms/individual work programmes will be defined by the Executive Director of Education and advised annually in advance. Outside term time you will be considered to be on holiday unless agreed by your line manager</p> <p>Holiday pay is in accordance with your normal working basic contractual pay.</p> <ul style="list-style-type: none"> <li>• 12 weeks</li> <li>• Part-time staffs always receive a pro-rata entitlement.</li> </ul>
<b>Pension Scheme</b>	Qualified Teachers will be entered automatically into the Teachers' Pension Scheme on joining.
<b>Probation</b>	All employees have a standard probationary period of six months.
<b>Sick Pay</b>	<p>First six months of service (or until completion of satisfactory probation period) - Statutory Sick Pay (SSP)</p> <p>After 6 months service: 3 months full pay and 3 months half pay</p>