



TreeHouse School

**Assistant Head, Pupil
Support & Welfare**

Recruitment Pack 2021

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If you, or someone you know would like this publication in an email, in Braille, large print, Easy Read transcription or audio tape, please email jobs@ambitiousaboutautism.org.uk.

Welcome from our Head of School

Thank you for your interest in becoming Assistant Head, Pupil Support & Welfare at TreeHouse School, one of the country's leading schools for autistic children and young people. As an Assistant Head you will be joining this unique, well-known, and highly respected school, and will be able to make a real difference to our pupils' lives.

We are searching for someone who is passionate about autism and understands how to support autistic children and young people and their families. We want an Assistant Head, who will ensure pupil voice is heard and responded to and who sees our pupils as experts by experience. We want an Assistant Head who puts our children and young people at the heart of their thinking, who sees parents and carers as co-producers and who can lead, motivate, and inspire our staff team. Finally, we want an Assistant Head who pays the highest level of attention to ensuring TreeHouse School is a safe place to learn.

You will be joining our senior and middle leadership teams and supporting the Head of School. As the School Designated Safeguarding Lead, you will be responsible for safeguarding and child protection matters and all related safeguarding processes and practice. You will play an active role in promoting a strong culture of safeguarding and child protection at TreeHouse and will line-manage Deputy Safeguarding Leads.

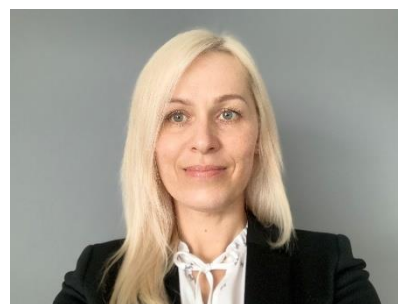
To be Assistant Head it is essential you have strong experience at senior leadership level and have been a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead in a special school. You will also have a good understanding of autism and broader SEND knowledge. You will have excellent relationship-building, communication and interpersonal skills and be a role model for our staff, demonstrating excellent autism practice and championing our Ambitious Approach.

In return, this appointment offers a real opportunity to shape the future of our school at a key stage of the school's development. We will further embed our thinking and practices around positive behaviour support and build on our work in putting in place a calming, low arousal environment that supports emotional regulation.

We hope that you are encouraged to apply. If you are successful, we can assure you that you will have a great leadership and staff team to support you. You will also have the Director of Education and the Head of School, right behind you. Most important of all, you will have an amazing school of children and young people to help you succeed in this unique and exciting role.

Joanna Dziopa

Head of School



About TreeHouse School

Our history and what we do

We are based at the Pears National Centre for Autism Education in the thriving community of Muswell Hill, North London. TreeHouse School educates autistic learners from 3–19 years of age who live across London and the Home Counties.

We have 100 pupils who are supported by over 150 dedicated and passionate professionals including: Teachers, Occupational Therapists, Speech and Language Therapists, Behaviour Analysts and Specialist Support staff. We do not take a 'one size fits all' approach. Instead, we work together as a transdisciplinary team to put our learners at the centre of our thinking.

To further support our learners health, happiness and wellbeing, we also have a part-time art therapist, a drama therapist and a yoga teacher.

TreeHouse School strives to stand with and enhance the quality of life for its pupils. We are very proud of our school and our learners achievements. Through our curriculum offer and delivery we are determined to ensure our pupils can be themselves and realise their ambitions.

We are proud of how we evolve our thinking and practice. We have significantly invested in developing an Integrated Services Team allowing us to develop a school wide positive behaviour support model.

We continue to invest in the fabric of our building to ensure it offers the best possible learning environment for our children and young people. This summer we have installed new playgrounds and food tech kitchens. Investing in staff and developing potential is also key for us – we have an in-house leadership programme, accredited by the Institute for Leadership and Management.

TreeHouse School plays a key role in the local community, having long established links with organisations and businesses in Muswell Hill and across North London. We actively seek to involve our learners in the community through a range of visits, activities and work placements.

We also have a close relationship with several local mainstream schools, encouraging a two-way flow of staff and pupils. Our 'reverse inclusion' project brings pupils from mainstream settings into our school to interact and learn with our pupils.



Meet the TreeHouse School

Senior Leadership Team

Joanna Dziopa **Head of School**

Joanna is our Head of School. Joanna has a wealth of senior leadership experience from educational and social care settings. Joanna joined TreeHouse from an outstanding special school for autistic children and young people operating in London where she led on the expansion of the autism provision, oversaw quality of teaching and learning, created a robust autism training program and was actively involved in the creation of the Children's Home. Joanna has vast autism experience and continually strives to be up to date with current autism and educational research. Joanna has been an accreditation moderator at the NAS and speaker at the NAS Conference. Joanna has been involved in the outreach work that included supporting schools, teachers and other professionals with developing their autism provision and delivering training. Joanna has been committed to championing inclusion, autism acceptance, neurodiversity and neuro-harmony through her work. She has been advocating on behalf of autistic children and young people and their families and always striving to provide the best educational opportunities to all students so they can achieve their best life outcomes.



Trin Jefferson **Deputy Head**

Trin has worked within education for over twenty years and brings a wealth of leadership experience working in SEND schools. Trin has naturally progressed within her career from an English Teacher to Head of Year and held responsibilities for Inclusion, Teaching and Learning and Behaviour. Trin is responsible for supporting TreeHouse School development and improvement, working in collaboration with the Head of School, transdisciplinary team and Governors. Trin is also currently reviewing the training and CPD programmes school-wide, leading our newly formed middle leadership team and mentoring our NQT and ITT staff.



Chris Mount
Assistant Head (Operations)

Following over 20 years within Retail, Finance and Recruitment Chris joined the Education Sector as a School Business Manager in 2015. Chris oversaw the day to day Operations of a two form entry Primary School in Kent – delivering on Contracts, IT, HR, Administration & Finance Management. Chris joined TreeHouse School as an Operations Manager in 2019 and is now the Assistant Head (Operations). His role is to lead and develop on all operational aspects of the school, including health and safety.



Sadaf Aslam
Assistant Head (Sixth Form)

Sadaf has worked with the leading services for autistic young people and ran a small college for ten years for pupils aged 18-25, and a day provision for people over the age of 25. Sadaf then went on to work in a large FE college, managing an SEN provision on one of three sites. Sadaf is a qualified Executive coach and is currently undertaking a Masters in Educational Leadership. Sadaf leads the 6th form to ensure there is a fit for purpose curriculum relating to the Preparing for Adulthood Pathways, including effective transition from school to adulthood.



Cheryl Louis
Assistant Head (Quality of Education)

Cheryl has been working at Treehouse School for over 5 years and has naturally progressed from the role of class teacher and middle leader to the Assistant Head, Quality of Education. Cheryl's role is to ensure the best possible outcomes for children and young people through overseeing the reporting of progress and the curriculum and assessment framework on Earwig, ensuring it is ambitious and fit for purpose. Cheryl is passionate about providing a high quality of education and plays an active role in modelling this across school through her own teaching, delivery of CPD to staff and leadership.



Bernice Sargent
(School Business Manager)

Bernice has been working within the Education sector with SEN pupils/learners for over 12 years and previous to that within the finance sector. Her work consists of overseeing the admissions team, liaising with the Local Authorities to ensure the successful placements of young autistic pupils/learners across Ambitious about Autism settings.



Ambitious about Autism

Our history

Our journey started in 1997 when a group of parents set up TreeHouse School. At a time when autistic children faced little or no chance of receiving a full and rewarding education, these parents were determined to change this for their children.

This pioneering approach has evolved over time as we've adapted and grown as an organisation. What started with four pupils has grown to become a charity that has supported thousands of autistic children and young people. Today we run schools and a college that focus on improving the quality of life of pupils and learners to enable them to learn, thrive and achieve.

We are Ambitious about Autism

Every autistic child and young person has the right to be themselves and realise their ambitions.

We stand with autistic children, young people and their families to champion rights, campaign for change and create opportunities.

We started as one school and have become a movement for change. Our services include providing information and practical support and delivering specialist education and employment programmes.

Our vision

Our vision is a future where every autistic child and young person can be themselves and realise their ambitions.

Our mission

We stand with autistic children and young people, champion their rights and create opportunities.

**Autistic children and young people are
at the heart of everything that we do.**



Our aims

Excellent education

- We will speak out to stop autistic children and young people being left out and left behind as they return to full-time education during the Coronavirus outbreak. We will amplify the voices of autistic children and young people and their parents and carers drawing on our experience as an education provider and a national charity.
- We will continue to provide high-quality and safe education services, as we use and embed our Ambitious Approach. We will continue to adapt and continuously improve our Approach in light of the Coronavirus pandemic.
- We will develop ways of enhancing learning and careers education through the innovative use of digital technology.
- We will put the necessary steps in place to expand our direct education services in the South of England. We will do this by pursuing opportunities to develop new free schools or providing sponsorship for school transfers and considering other partnership opportunities.

Employment and enterprise

- We will establish Employ Autism as the umbrella programme, under which all our employability activities are consolidated. The Employ Autism programme will be adapted and offered across three regions over the next year.
- We will continue to offer our current supported internship programme.
- We will continue to develop the careers education we offer pupils and learners in our education settings. We will also work to improve careers education for all autistic children and young people by providing online information and support, and our training programme for careers professionals nationally.

Family and relationships

- We will expand our Learner and Family support service for autistic children and young people, and their families within our education settings. This service will provide support in responding to the challenges of Coronavirus and beyond.
- We will develop information and support to empower parents and carers, and other family members of autistic children and young people across the UK. This information will be available through existing and new digital services.
- We will continue to support pupils and learners within our schools and college to make a successful transition to work and adult life, as part of their communities. We will develop our model for use as an exemplar to others.

Health and wellbeing

- We will improve access to physical and mental health support and services in our education settings for pupils and learners, as well as their parents and carers.
- Working with strategic partners, we want to improve the experience of autistic children and young people in accessing health services. We will develop best practice guidance and influence decisionmakers within the health system.
- We will develop the information and guidance we produce, as well as partnerships to promote the mental health of autistic children and young people, and their parents or carers.

Active citizenship in the community

- We want to develop our services so that we can integrate them within local communities. In light of the challenges of the Coronavirus pandemic, we will adapt our approach to ensure our services are accessible and relevant to the communities they aim to serve.
- We will develop a youth participation strategy and, subject to funding, expand our Ambitious Youth Network. We want to create a safe and trusted space for peer support, to access information and empower autistic young people to campaign for more inclusive communities.



Our Ambitious Approach to education

Ambitious about Autism's mission is to stand with autistic children and young people, champion their rights and create opportunities. We believe all autistic children and young people have a right to the best education that meet their needs and enables them to learn, thrive and achieve. In addition to our direct work in schools and colleges, we work to transform policy and practice in autism education nationally.

We have high aspirations for our pupils and learners. Our goal for all our pupils and learners is that when they leave our settings they will have the opportunity to access employment, further education or training and to live as part of the communities of their choice.

Our Ambitious Approach is person-centred, values based, trans-disciplinary and underpinned by a whole-organisational Positive Behaviour Support framework.

We offer a broad and balanced curriculum that is relevant to each of our pupils and learners and is highly personalised. We advocate for and deliver learning that is enjoyable, age appropriate, individualised and designed to respond to the particular needs, talents and interests of all our pupils and learners. We place importance on the development of communication, interaction, attention and 'learn to learn' skills, as well as fostering as much independence as possible.

We recognise and respect everyone's individuality and support pupils and learners based on their individual needs. We use a Positive Behaviour Support framework to underpin learning across our settings with the overall aim of improving and enhancing our pupils' and learners' quality of life so that they are better able to learn.

We are constantly developing, searching for and open to new approaches where there is robust evidence that they help young people and are ethical. We share our experience and evidence with others to enhance knowledge and expertise in the field of autism education.

You can discover more about our Ambitious Approach on our website.

"The school's vision for 'making the ordinary possible' is palpable. Staff share an unwavering commitment to improving pupils' life chances and ensuring that they reach their potential, irrespective of their needs or starting points"

Ofsted, 2017

Job description

Job title	Assistant Head, Pupil Support and Welfare	Team	TreeHouse School
Job band	Circa £55,000 per annum	Reporting to	Head of School
Hours	37.5 hours a week	Line management	Has line management responsibility

Approved by: Executive Principal

Date: November 2021

The role

As a member of TreeHouse Senior Leadership Team (SLT) the postholder will work collaboratively with the Head, Deputy and other Assistant Heads across the school. The post holder has specific responsibility for all aspects of the delivery and management of our pupil's specialist support, interventions, health care and welfare.

The role requires a high level of autism knowledge and experience. The successful candidate will consistently role model good practice, be able to articulate the core principles of the Ambitious Approach and inspire, guide and support colleagues in the school and work collaboratively with parents/carers, external professionals and other stakeholders.

Duties and key responsibilities

- Contribute to school planning both strategically and operationally and contribute to the school Self Evaluation and the School Development Plan.
- Work with other similar post holders across our other education settings to further develop best practice within every discipline and within the framework of Positive Behaviour Support (PBS).
- Work closely with the Deputy Head to ensure a positive and effective approach to transdisciplinary working between teachers, health professionals, support, care leads and Behaviour Analysts.
- Act as the School's Designated Safeguarding Lead, responsible for child protection and e-learning. Represent the School at the organisational Safeguarding Committee. Work with the Head of School to ensure school staff are aware of how to raise safeguarding concerns, are suitably trained to produce accurate and secure records and refer cases to the Local Authority Designated Officer (LADO).
- Lead on pupil health and safety, including around positive behaviour support reporting to the SLT and Governors ensuring the assessment strategies, positive handling, plans and risk assessment are in place.
- Lead on family liaison at the school and work closely with the Learner and Family Support Team.
- Ensure the effective operation of the school policies and procedures including Medication and Care.
- Working with the Head of School to coordinate the recruitment and admissions process and the annual review process.

Leadership and Management – The Ambitious Approach

- Lead the school's Implementation Team for our Ambitious Approach work, including the work underway around our approach to physical intervention
- Actively contribute to the work of School Leadership Team to ensure the school has an effective low-arousal environment that enables learner's engagement with learning and emotional regulation
- Monitor and manage the implementation of the CALM approach and work in collaboration with colleagues across the organisation to share good practice and role model excellent practice to all staff
- Review, audit and update associated policies and procedures
- Work with other post holders to develop and model effective transdisciplinary practice and approaches.
- To continue the school's evidence-based approach and bring improvements and further developments when needed and in line with self-evaluation form and school development plan.

Safeguarding and health and safety

- To be the Designated Safeguard Lead for TreeHouse School keeping all the records up to date and undertake all the relevant/required CPD specified.
- To lead and line manage Deputy DSLs, ensure they undertake all the relevant/required CPD and work effectively and collaboratively with all stakeholders as a Designated Safeguarding Team
- To be accountable for mandatory training of school staff.
- To overview the monitoring and recording of behaviour using the channels, systems and reporting tools.
- To actively participate in the Safeguarding Committee meetings and engage with safeguarding supervision
- To write and present safeguarding reports to SLT, governors and other stakeholders

Leadership and management (supervision/ personal and professional practice and development)

- Actively engage in personal and corporate CPD regularly reflecting on your own practice, working towards personal targets and by participating positively in the arrangements made for performance management and clinical supervision.
- Be responsible for ensuring own practice is consistent with TreeHouse School and Ambitious about Autism organisation policies and procedure and keeping abreast of any changes to these.
- Line management of the Medical Officer/Lead and Senior Data Manager.
- Demonstrate the vision and values of TreeHouse School and Ambitious about Autism in everyday work and practice, upholding the school ethos where all pupils can reach their full potential and maximise their engagement in learning.
- Actively contribute to a shared culture of excellence and capacity building that promotes inclusion and maximises learning and achievement of pupils and colleagues.
- Treat all members of the school and charity community fairly, with dignity and respect, contributing to the positive school ethos and culture.

Additional duties

- Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people.
- To uphold Ambitious about Autism policies to protect and safeguard pupils in order to secure their health, safety and wellbeing.
- Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with Ambitious about Autism's Equality, Diversity and Inclusion policy and procedures.
- Ensure the highest degree of confidentiality and data protection of all materials

Person specification

Role and band competencies

Specific knowledge, experience and technical skills

1. Relevant first degree e.g. in Teaching or Education Psychology/Speech and Language Therapy, Occupational Therapy
2. Professional registration or qualification in area of expertise. e.g. QTS, HCPC
3. Evidence of continued CPD in your area of expertise
4. Extensive knowledge and experience of working with autistic learners within a school setting, at senior leadership level
5. Experience in personal development, welfare and behaviour
6. Experience of working within a whole organisational behavioural framework (Positive Behaviour Support or other)
7. Able to demonstrate commitment to developing pupil voice
8. Knowledge and experience of SEND code of practice/legislation as it relates to children and young people
9. Extensive knowledge and experience of being the Designated Safeguarding Lead or Deputy DSL
10. Knowledge and skills of Health and Safety in the workplace, GDPR principals and Equal Opportunities
11. Experience of effectively developing and managing budgets
12. Evidence of excellent interpersonal and communication skills (both written and verbal)
13. Ability to gain and maintain the confidence and respect of colleagues, pupils, parents and governors
14. Extensive knowledge and experience of operating school policies, school development plans and procedures. Including medication and ultimate care etc

Personal attributes

15. Personal commitment to coaching as a key leadership behaviour
16. Holds high aspirations for autistic children and young people and is passionate about providing learning opportunities for them
17. Resilience and the ability to work under pressure and to prioritise own workload and that of others
18. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities
19. Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
20. Ensure the highest degree of confidentiality and data protection of all materials

How to apply

To apply for the role please go to our careers page below where you will find the position and the 'apply now' button. You will be able to upload your CV when you have registered, please note we have a limit in the supporting statement section so please register and go through the steps prior to writing this. Please note we would not contact your referees at any point without your written permission.

<https://jobs.ambitiousaboutautism.org.uk/jobs/vacancy/find/results/>

Visits

Individual visits may be permitted where and when safe to do so – please contact kcoakelin@ambitiousaboutautism.org.uk if you wish to visit the school.

Contact

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion, please contact Kembi Coakelin at kcoakelin@ambitiousaboutautism.org.uk.

The stages of the recruitment process are outlined below:

Stage	Timescale
Position advertised	Monday 29 th November 2021
Closing date for applications	Sunday 9 th January 2021 12pm
Shortlisting	Monday 10 th January 2021
Stage 1 - Stakeholder Day (on site at TreeHouse School) Candidates will be asked to undertake a lateral flow test and to follow our covid secure protocols when on site.	Wednesday 12 th January 2021
Stage 2 – Final stage interviews (on site at TreeHouse School)	Friday 14 th January 2021

Equal opportunities monitoring

Ambitious about Autism is fully committed to equality of opportunity and diversity and we warmly welcome applications from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.

Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS check. The Safeguarding responsibilities of the post as per the job description and personal specification.

Whether the post is exempt from the rehabilitation of Offenders Act 1974 and the amendment to the Exceptions Order 1975, 2013 and 2021. This means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS Filter Guidance.

We are Ambitious about Autism

Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

Contact us

The Pears National Centre for Autism Education
Woodside Avenue, London N10 3JA

☎ 020 8815 5444

✉ info@ambitiousaboutautism.org.uk

🌐 ambitiousaboutautism.org.uk

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