

Riverside School

Headteacher Recruitment Candidate Information Pack



Summary



LEARNING TO LIVE LIFE TO THE FULL

HEADTEACHER RECRUITMENT

Salary **L28-34 (£106,083-121,391) Inner London Pay Scale**

Contract **Full-time / Permanent**

Start date **1st January 2026**

The vacant post

As a result of our long-serving Headteacher's forthcoming retirement, the school's Governing Board is seeking an innovative, committed, and talented education leader to take on the role of Headteacher from January 2026.

This role constitutes an important and pivotal challenge, not only to build on the continued success of Riverside, but also to help shape the future of SEND provision in Haringey.

The ideal candidate will have extensive experience across several senior leadership roles and settings. Experience in a SEND environment would be a distinct advantage.

You will be an inspirational leader with a desire to share successes and challenges with all staff, as well as possessing a strong commitment to professional development.

Understanding and demonstrating the skills required to excel at the strategic leadership level in an inner-city school setting, and all the challenges that brings, will put candidates in a strong position.

Introduction to Riverside

We are a successful co-educational maintained secondary special school based in the London Borough of Haringey. We provide 175 places for students, mainly from across the borough.

We are always mindful that we need to deliver positive outcomes for all, according to our motto: '*Learning to Live Life to the Full*'. We aim to nurture and develop happy and fulfilled students whilst ensuring that they have the highest possible levels of independence before they move on to post-16/post-19 education/care and later adult life.

The school is co-located with a mainstream secondary school, Mulberry Academy at Woodside, which enables a range of inclusive activities to take place between the schools.

What we offer

Becoming our Headteacher means joining and leading a busy, vibrant and caring community, working closely with not only the established leadership team, but also a loyal and supportive staff and board of governors, all determined to achieve positive outcomes for all our students.

The school is surrounded by green spaces, and there is free on-site staff parking and excellent transport links for buses, and underground and overground trains. Please take a look at our website for full details about our school, in particular our [School Offer](#) which summarises all features of our provision.

Student voice

We have an active Student Council, and all students are very engaged in what we do as a school, according to their differing levels of communication.

When asked what she valued about Riverside and what qualities she would like to see in our new Headteacher, our Head Girl commented as follows:

What would you say is great about learning at Riverside?

The staff and how they support us to learn. I like that we get to learn lots of different things from different teachers. Outside of lessons I've enjoyed taking part in the Shakespeare Schools Festival (acting in the Tempest). Also going to Slovenia to take part in an art project and gaining my Duke of Edinburgh award.

What qualities do you think would be important in a new Headteacher?

I think they need to be kind and honest, good at listening to students and staff. Someone who works hard but makes the school a fun place to learn.

Your application

To apply

Applications should be submitted by email to Angela Johnney: angelaj@riverside.haringey.sch.uk with a subject line of "Riverside School Headteacher Vacancy" and marked FAO the Chair of Governors.

Prospective candidates are strongly encouraged to visit the school before submitting their application. You should write to Angela Johnney to arrange this with the school.

The application window will close promptly at 10:00am on Monday 16th June. Applications received after this time will not be considered.

Your submission should consist of:

- A fully completed London Borough of Haringey application form, provided in the vacancy advertisement **[CVs or other application forms will NOT be accepted]**
- The application form includes a section to provide a personal statement, with the opportunity to continue onto further sheets. You should provide detail on your experience, skills and approach, and how these meet the requirements of the job description and person specification. Include any other information you believe to be relevant. **This personal statement should not exceed any more than three typed A4 pages in addition to the space on the application form.**

Important application dates and information

Shortlisted candidates will be notified by the end of Monday 16th June. Further information about the interview and assessment will be provided at that time.

The process is designed to progress swiftly, and your speedy cooperation will be appreciated. **Please ensure you are available on Friday 20th June as this will be the only day for interviews and assessments.**

Please note: We are required to gather references for shortlisted candidates BEFORE assessment. Due to the fast-paced nature of the process, **it is imperative you prepare your reference provider to respond to our reference request promptly.**

Per the *Keeping Children Safe in Education* policy, all shortlisted candidates will be subject to a social media check before application. The successful candidate will then be subject to further checks and ratifications as part of the onboarding process.

After ratification by the governing body, the successful candidate will be recommended to the local authority. **The successful candidate will be notified by the end of the week commencing Monday 23rd June, with further information thence supplied.**

More about Riverside

Our vision

- We ensure that students, staff, parents, governors, and supporters feel welcomed, valued and involved.
- We help all students develop high self-esteem, independence skills and an enthusiastic attitude to life and learning.
- We deliver learning programmes to enable all students to make a success of their schooling and their lives.
- We value and promote students' active and inclusive engagement in wider society at a time of accelerating change.

Organisation of the school

Students at Riverside experience a wide range of learning challenges, from the most cognitively able to the most complex, including general, moderate, complex, severe and profound and multiple learning difficulties. Approximately two-thirds of our population have a diagnosis of autism.

Classes are organised into teams, with each team containing 3-5 classes, organised according to common levels of independence, communication styles and level of learning needs, divided by key stage rather than year group:

Team 1: MLD (11-16, KS3/4)	Progress 8+, formal curriculum
Team 2: SLD (11-16, KS3/4)	Progress 8+/8, adapted curriculum
Team 3: SLD (11-16, KS3/4)	Sensory Progress 8
Team 4: SLD/PMLD (11-19, KS3/4/5)	Developmental 8
Team 5: MLD/SLD (16-19, KS5)	Specialised multi-dimensional curriculum

Class teachers deliver English, maths, science, PSHEE. Specialist teachers deliver art, music, PE, and food technology, (also computing with the Progress 8+ classes).

At KS4 all students take a range of fully accredited courses according to their capacity. The majority of students transition to college at year 11, but a small cohort stay on at Riverside for their Post-16 years where they also take a range of accredited courses, transitioning then to Post-19 provisions.

NHS therapies & the Multi-Disciplinary Team

Riverside has access to a range of ancillary and support services; educational, physical, and medical that make up the MDT. Some will be based within the school; others are brought in as required. The school-based MDT link closely with staff groups to jointly plan for the delivery of therapy programmes.

A nurse is based at the school to monitor, advise on and support students' general and specific health needs, and maintain close links with the local CAMHS-LD team.

A team of speech and language therapists, (SALTs), provided by Whittington Health in Haringey, are timetabled to help students with their speech, language, and communication, and to give advice and guidance to staff. An occupational therapist and a physiotherapist provide support for students in their disciplines.

After-school, holiday clubs and support in the home ('Team Spirit')

Students at Riverside can attend a range of after-school activities run by 'Team Spirit'. Activities include cricket, football, yoga, bowling boccia, swimming, environmental work, and enterprise activities.

Students can also take up half-term and summer holiday club places. Activities continue from the after-school club menu, but with other activities added such as water sports and picnics. Team Spirit runs six weeks' clubs over the year, with longer clubs in the summer holiday.

Team Spirit also provides a service for parents to receive support and respite at home. Support assistants from the school's staff group can be commissioned to help students at home in the mornings, afternoons, or weekends, including taking students out on visits.

Residential School Journeys

Nine annual residential school journeys take place in the summer term, offering places to all students in years 9, 10 and 11, regardless of levels of complexity of need. These trips play an important role in developing social and independence skills as students move through the school towards preparation for transition to post-16 education, or post-19 education or social care.

- *A school journey to our link school in Slovenia, 'Center za Korekcijo Sluha in*
- *Six school journeys to Noah's Ark Children's Venture at Macaroni Wood in Gloucestershire*
- *Two Duke of Edinburgh camping and hiking trips to The Young Mariners Base, Cheshunt, Hertfordshire*

Students with higher levels of independence can join a trip to our link school in Portoroz in Slovenia (Center za Komunikacijo, Sluh in Govor). Visits are made to parks, caves, and Art classes. Return trips are made to London and Riverside by the Slovenian students.

At Noah's Ark there are two available houses, one of which is specially adapted for students with complex physical disabilities. The trips' emphasis is on developing independence skills, according to levels of independence, through communal cooking and the sharing of tasks.

Students undertaking the Duke of Edinburgh Silver Award join Woodside students and make two overnight visits to The Young Mariners Base in Cheshunt in Hertfordshire annually. On each trip students are required to plan an expedition, set up tents, cook meals and hike.

Our achievements

Ofsted inspection – April 2022

Overall effectiveness: **Good**

The quality of education: **Good**

Behaviour and attitudes: **Outstanding**

Personal development: **Outstanding**

Leadership and management: **Good**

Sixth-form provision: **Good**

'Students and staff enjoy first-rate, trusting relationships. Staff are experts at managing students' behaviours. They do so with consistency.'

'Staff promote a love of reading by using a range of class texts in lessons and by reading to all students. This includes students with profound needs. Staff make learning fun and engaging.'

'The school has an effective careers information, education, advice, and guidance programme. Students take part in work experience. Year 11 students are engaged in a school business enterprise of car-washing'.

'The school has an extensive programme for students' enrichment outside the classroom. It makes a wonderful contribution to pupil's personal development'.

'Students take part in joint projects with overseas schools. They also visit museums, participate in a Shakespeare arts festival and enter art competitions'.

NAS National Autistic Society) Certificate of Quality Autism Provision – May 2024

'Autistic students are treated with dignity, status and respect and are provided with meaningful positive feedback to boost confidence, self-esteem, and self-worth. Precise and genuine praise was offered.'

'Each autistic student is supported to socially interact with peers during lessons. Many observed lessons involved students being supported to take part in structured and purposeful social skills activities.'

'Excellent lessons were observed where students learned about relationships through a story supported by relevant props to learn about feelings.'

'Staff are confident in talking about how they support autistic students. Staff gave examples of students participating and performing at the Shakespeare festival.'

Welcome from our Chair of Governors

Dear Prospective Applicant,

Thank you for your interest in the Headteacher position at Riverside. The school plays a very important role in Haringey's secondary SEND provision, and we are proud of the contribution we make to the lives of our students.

Riverside has been in its current location on White Hart Lane since 2011. Throughout this time, the school has been expertly led by our retiring headteacher Martin Doyle. Martin has led a distinguished career across several decades and is very highly regarded across the borough and beyond. His will certainly be big shoes to fill!

We are looking for a candidate who is ready to meet all of the challenges that being a headteacher in 2025 brings. Aside from the day-to-day running of the school, we are looking for an individual who can identify areas for improvement, keep a solid grip on financial and strategic matters and participate in the rapidly changing SEND landscape across Haringey.

The governing board is extremely proud to contribute to the ongoing success of Riverside. We are an experienced group, with a strong commitment to assisting the Headteacher and the leadership team to deliver on strategic aims.

Governors are anxious that the carefully crafted ethos and approach of Riverside is retained with any new appointment, whilst not hindering the capability of the successful candidate to implement new ideas and improve the school across the piece. The person specification reflects this.

This is undoubtedly an exciting opportunity. The successful candidate will take a very important position not only within Riverside but also Haringey, and there is an opportunity to leave a lasting impact on SEND provision across the local area. Using your extensive experience, you'll mesh the latest methods of leadership and school management with the successful existing structures and processes at Riverside to take the school to new heights.

We wish you all the best with your application, and I look forward to discussing the role with candidates in due course.

Kind Regards,



Dave Worley
Chair of Governors

Outgoing Headteacher's Letter

Dear Prospective Applicant,

I hope that you find this information pack about Riverside both interesting and helpful should you be considering applying for the Headteacher post.

I have been teaching for 44 years, 23 years of which as a Headteacher; firstly from 2002-2011 at Moselle all-age (3-19) special school in Tottenham, and from 2011 to now at Riverside. Moselle's building was found to be unfit for purpose and was demolished, but I had the good fortune of being able to lead on designing Riverside as a new-build BSF-funded secondary special school, with the first cohort transferring with myself and my staff from Moselle and another Haringey special school.

Our facilities, therefore, are of a very high standard; across both sites, in addition to twenty core classrooms and five specialist teacher rooms, we have an assembly/sports hall, a library, four playgrounds, a cycle track, a parents' room, a dark room, soft play and sensory rooms, a hydrotherapy pool, a therapy suite.

The school has three minibuses to enable staff to take students out on educational visits to places of interest, and to take advantage of local facilities and the wider world of London.

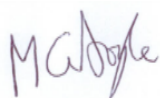
Over time, since opening, we have increased our roll from 118 to 175 students through creatively converting and building new rooms – also a post-16 annex.

Further to our school motto 'Learning to Live Life to the Full' I do believe that we deliver positive outcomes for all, enhancing our students' life-chances through ensuring that they all have the highest possible levels of independence before transition to their post-16 or post-19 provisions, and on to adult life

In addition to the consistently high quality of teaching at Riverside, I am particularly proud of our very ambitious programme of extra-curricular activities including after-school and holiday clubs, residential school journeys, theatre trips, sporting outings, independent travel and cycle training and much more.

I must say I feel privileged to lead a school so highly regarded and be part of a community culture featuring such high levels of mutual respect, the protection and promotion of dignity and an authentic celebration of diversity.

I will surely miss the wonderful world of Riverside in all its magical guises, and I am confident that my successor will experience the same once through the door of this exceptional school.



Martin Doyle

Headteacher

Job Description

This job description is subject to the general conditions of service for a headteacher as set out in the current School Teachers Pay and Conditions Document.

Job Purpose

The Headteacher should be able to demonstrate the ability to develop a shared vision, which inspires and motivates students, staff and all other members of the school, service and wider community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

Professional Duties

The Professional duties of the Headteacher are carried out in accordance with the terms and conditions of the current version of Part ix of the DfE School Teachers Pay and Conditions Document.

Duties and responsibilities

A) Strategic direction and development of the school

To work with the governing board, staff and other stakeholders to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school and service within the local, national and international context.

To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical development.

Secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement

To ensure 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 goals which secure the educational success of the school

To ensure that the management, finance, organisation and administration of the school supports its vision and aims.

To assist the Local Authority and other Agencies in strategic planning for special educational needs in Haringey.

B) Learning, Teaching & Independence Development

To work with the governing board to secure and sustain effective teaching and learning throughout the school and service and to monitor and evaluate the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement.

To ensure a culture and ethos of challenge and support where all students can achieve success and maintain high levels of engagement with their own learning, with an emphasis on developing as wide a range of independence skills as possible in preparation for adult life.

To create an ethos which promotes and secures good teaching, effective learning, high standards of achievement good behaviour, encouraging and helping students to self-regulate when necessary.

To be able to determine, organise and implement a diverse, flexible curriculum which is matched to each individual and group levels of need, and implement an effective assessment framework.

To promote positive strategies for the development of harmonious relationships within our diverse community, students and adults alike.

To ensure that the school maintains an ambitious programme of well-organised programme extra-curricular activities, with regular local and residential experiences to enhance students' independence.

To establish close, effective and successful working relationships with health care, social care and other professionals within the multi-disciplinary teams to support students' physical and social wellbeing.

To ensure that the school environment offers inclusive opportunities for all students whatever their need.

To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of students across all levels of ability, from the most complex to the most cognitively able.

C) Leadership & Management of Staff

To lead, motivate, support, challenge and develop staff to secure improvement.

To work with the Governing Board and senior staff to recruit staff of the highest quality.

To utilise fully the senior staff of the school in order to develop their skills as effective leaders and managers and to ensure the effective management of the school in the absence of the Headteacher.

To motivate and enable staff to carry out their duties to the highest standards through well focused continuing professional development based on an assessment of needs.

To implement and sustain effective systems for the performance management of all staff.

To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere.

D) Management of the Premises and Resources

To deploy resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context.

To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.

To facilitate an environment which continually promotes and develops the communication needs of all students.

To make arrangements for the security and effective supervision of the school buildings, contents and grounds

To ensure appropriate risk assessments are undertaken before sanctioning the participation in any potentially hazardous activity.

In partnership with the Governing Board to set appropriate priorities for expenditure, allocate funds and ensure effective administrative control to secure value for money.

To manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education and students' achievement.

To engage the whole school community in the agenda of Safeguarding to ensure students are secure and safe at all times.

E) Accountability

To be accountable for the efficiency and effectiveness of the school to the governors and others, including students, parents, staff, local employers and the community.

To provide information, objective advice and support to the governing board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.

To report to the governing board on the discharge of the headteacher's functions and the affairs of the school.

To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school.

To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the LA, the local community, Ofsted and others, to enable them to play their part effectively.

To ensure that parents and students are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement.

To report to the governors annually on the performance management of teachers in the school and service in relation to the School Teachers Pay and Conditions Document.

F) Parents and the wider community

To be able to build a school culture and curriculum which takes account of the richness and diversity of the school's communities.

To ensure learning experiences for students are linked into and integrated with the wider community.

To work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural wellbeing of students and their families

To co-operate and work with the wide range of relevant agencies attached to special schools in order to keep all students safe.

To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary & secondary schools.

To ensure that the school offers appropriate extended services.

To co-ordinate strategies to develop partnerships with parents, carers and the Local Authority, primary and secondary schools, other agencies and the wider community to support and improve students' learning, social development and well-being and inclusion in the wider community.

Person Specification

Professional qualifications and experience

	Essential	Desirable
Qualified Teacher Status and degree	X	
NPQH or a record of CPD relevant to Headship	X	
At least five years of Senior Leadership and substantial experience in SEND	X	
Leadership experience as an existing Headteacher		X

Personal skills, qualities and attributes

	Essential	Desirable
A sense of moral purpose, integrity, commitment and resilience	X	
Excellent interpersonal and 'people management' skills	X	
Decisiveness and consistency, with a focus on solutions	X	
Clear, calm and effective communication skills	X	
Good organisational skills in order to plan, lead and delegate effectively by valuing the contributions of all	X	

Leadership and Management: pupil achievement, progress and safety

	Essential	Desirable
A strong knowledge of safeguarding	X	
Excellent knowledge and understanding of children with complex special educational needs to inform school planning and policy	X	
Strategies to deliver the outcomes expressed in the school's ethos and values	X	

Leadership and management: Staff

	Essential	Desirable
The ability to motivate and inspire staff to be aspirational for all children and be the best they can be	X	
A commitment to wellbeing and professional development of all staff, ensuring equality of opportunity for all	X	
A good track record of building successful teams	X	
Experience of leading the school community effectively through periods of change	X	

Leadership and management: Teaching and Learning

	Essential	Desirable
Experience of successful school development planning and implementation	X	
Experience of successful strategies to monitor, evaluate and improve the quality of teaching and learning	X	
In-depth knowledge and understanding of relevant, current educational research and practice to inform school priorities and developments	X	
Understanding of the Ofsted Framework and its implications for special schools	X	

Stakeholders and the local community

	Essential	Desirable
Effective communication skills with staff, parents, students, governors, the local authority and other stakeholders	X	
Experience and skills to establish a good working relationship with a variety of stakeholders including health and social care professionals, partnership schools and the Local Authority	X	

Accountability and governance

	Essential	Desirable
The ability to analyse issues relating to financial, human, premises and other resources, developing effective and creative responses	X	
Successful school development planning experience and a strong track record of implementing and managing the delivery of sustained improvements	X	
Experience of working with the governing board		X

Equal opportunities

	Essential	Desirable
A track record of commitment to promoting, implementing and monitoring equal opportunities and diversity across all aspects of school life	X	