



The
Rise
Partnership
Trust
Love • Learn • Laugh

HEAD TEACHER

WEMBLEY MANOR SCHOOL
LONDON ROAD, WEMBLEY,
LONDON

*The Trust's motto of 'love, learn, laugh' underpins
all the school's work.*

**INFORMATION
PACK**

The Rise Partnership Trust

Head Teacher – Wembley Manor School

Championing unique potential and pursuing excellence in all that we do; providing the most effective education, therapy, support, and provision for all.



This is a unique opportunity for an **exceptional leader** to lead an **amazing** special school.

Wembley Manor School provides a specialist teaching environment for students with a range of special educational needs. All students have a diagnosis of Autism and significant special needs.

We are looking to recruit a dynamic Head Teacher for September 2025. This is an exciting opportunity for someone with vision, creativity and a passion for providing excellent opportunities for young people with SEND to work with our dedicated central team to grow and FULLY establish a new and expanding school. We are looking for someone with excellent leadership experience who can establish a strong positive culture that enables our students, staff and families to feel connected to the school and it's vision to 'Love, Learn, Laugh'.

The Rise Partnership Trust is currently a Trust of 3 special schools; Wembley Manor (secondary), Manor (all age) and Manor (primary). RPT is ambitious for its' students and staff and actively prepares for future opportunities.

This is a truly exciting role because the school is currently small and presents significant opportunities for a leader to bring their own ideas and expertise to making the school a truly inspiring learning environment.

Wembley Manor is a growing secondary Free School. By September 2025 it will have 80 students on roll in Key Stage 3 and Year 10. In September 2025, the school will move to its permanent site in Wembley and continue to grow its roll to 150 students in the next few years (this will include developing a Sixth Form). We offer our students a holistic educational provision to promote an understanding of the wider world in preparation for adulthood.

We offer extensive CPD opportunities, well-being programmes and the opportunity to be part of a team who are committed to providing the best outcomes for all.

Wembley Manor provides a very specialist learning environment with small classes (9 to 10 students), specially trained staff, and onsite, embedded speech and occupational therapy. Student interventions are carefully planned to ensure every student makes the best possible progress leading to positive outcomes as they move into adulthood.



Wembley Manor works tirelessly to ensure that all of our students achieve their unique potential both personally, socially, emotionally, and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

Wembley Manor and RPT

Wembley Manor School is part of The Rise Partnership Trust; a group of schools providing an excellent, specialist education to children and young people.

The Trust is comprised of:

- **Manor Primary School**
- **Manor School Early Years Centre (satellite of Manor School)**
- **The Avenue School**
- **Wembley Manor Secondary School**

RPT offers every student a clearly sequenced curriculum that builds knowledge, skills and vocabulary over time. Our curriculum is highly personalised, engaging, creative and is built on evidence-based research approaches that ensures every student is well-prepared as they move into adulthood.

The schools uses evidence based interventions and approaches to teaching that supports every student to make strong progress, become effective communicators and become as independent as possible.

Wembley Manor does not yet have an Ofsted report as it only opened in September 2024 after a successful initial Ofsted visit.

It offers excellent professional support, training and development for all staff, that ensures every student receives an outstanding educational experience. Our model is distinctive with therapy embedded in all we do.

As a group of schools RPT offers more to both staff and students than any single school could offer alone. RPT are committed to collaboration, our staff regularly share best practice and work closely together creating benefits for all the schools involved.

Each school within the Trust benefits from strong partnership working and shared quality-assured central services. This includes access to an Executive Team that supports each school with curriculum development and standards, safeguarding, therapy, infrastructure, behaviour, SEND expertise, high quality CPD and coaching programmes, induction support programmes, specialist training opportunities and bespoke staff support programmes.



Purpose, Vision, Commitment and Priorities for RPT Schools

- Our motto: 'love, learn, laugh', underpins everything we do.
- Our vision is: Championing unique potential.
- Our mission: Our Trust is committed to pursuing excellence in all that we do; providing the most effective education, therapy, support and provision for all.



Commitment and offer to RPT Schools:

- Highly effective governance with a clear scheme of delegation
- Robust financial management, compliance, scrutiny and audit policies and procedures to ensure financial regularity, effective use of resources and full compliance
- A knowledgeable, highly qualified, well organised school improvement, quality assurance, finance, HR and site management central team
- A 'family' of schools offering highly supportive networking and partnership working
- An effective CPD, coaching and leadership at all levels programme to ensuring excellent staff development for all

At RPT our Strategic Priorities address overarching themes:

- **Students** – To ensure our schools provide the most effective and creative teaching to promote and provide high quality learning
- **Staff** – To grow our leaders of the future by creating an effective and stable team with high quality CPD, coaching and excellent professional development for all.
- **EDI** – ensuring our schools are inclusive of all: everyone is included and feels included in everything we do. We do this by making processes transparent and ensuring effective communication across the Trust (including clear feedback mechanisms).
- **Leadership and Governance** – To have strong leadership and governance across the Trust to ensure there is a rigorous and robust programme to support all staff, build expertise and raise standards
- **Partnerships** – building on and developing our network of partnerships, both locally and nationally, to ensure that we provide training, support, and collaboration with others to enhance SEND policy and practice
- **Finance** – To maintain and improve financial resilience and ensure value for money across the trust
- **Growth** – to expand by successfully opening and growing new provision and adding joining schools (mainstream and special) to our MAT
- **Climate** – to ensure that we do all possible, as an organisation and in partnership with others, to reduce waste, be carbon neutral and support the climate change agenda
- **Data** and communication – further developing our Trust wide data, monitoring and communication strategy.

Headteacher Job Description

Accountable to: RPT CEO and RPT Trustees
Scale: Leadership L18 to L24 Inner London

Every employee in The Rise Partnership Trust will ensure our Vision ‘Love, Learn, Laugh’ underpins all they do within the RPT schools.

Core Purpose of the Job

Wembley Manor School Head teacher role is:

- To secure excellent outcomes for all students through effective leadership at Wembley Manor school;
- To be responsible for effective day to day leadership, management, control and operation of Wembley Manor School, thus ensuring a high quality education and provision for all the students on roll;
- To promote and uphold an ethos within Wembley Manor School based on our trust’s shared Vision;
- To develop and maintain high morale and set an example of professionalism, high quality performance and leadership;
- Be directly responsible for the learning, teaching and progress of all students;
- To effectively lead and manage the school, staff and resources in collaboration with others
- To effectively implement RPT policies and practice;
- To develop in all students and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world (including Growth Mind-set);
- Enhance opportunities through partnerships between parents/carers, students, staff, the local community, colleges, Trust partners, other schools and voluntary organisation, optimising the benefits of being in a Trust School;
- Develop and maintain the distinctive individual ethos of Wembley Manor School;
- To work closely with the RPT CEO, Executive Director of Schools, Executive team and Trust to maintain excellent outcomes.

Statutory Requirements

The Head Teacher shall carry out their professional duties in accordance with and subject to the ‘Conditions of Appointment of Head Teachers’ set out in the School Teachers Pay and Conditions Document (published annually). These are over-riding requirements which cannot be amended.

Key Priorities

- Contribute to the successful development of Wembley Manor School and **RPT**;
- Lead the school effectively to ensure learners make the best possible progress;
- With the CEO and Executive Director of Schools, ensure the strengths of the school, its development of effective teaching methodology and its improvements are well understood by parents and the local community;
- Work closely with the Executive team to drive improvement at all levels and retain outstanding provision.

Key Responsibilities

Strategy and Direction

- Support the CEO and Trust in ensuring the vision of **RPT** is clearly articulated, shared, understood and acted upon effectively by all stakeholders;
- Play a leading role within the school translating the local and national vision into strategic plans which will sustain school improvement;
- Motivate and work with others to create a shared culture and positive environment;
- Develop and implement the schools SIP ensuring all students progress is of a high standard and teaching is effective;
- Ensure effective self-evaluation is in place and use this information for strategic planning;
- Ensure the day to day running of the school, including financial and administration, supports **RPT** policies, it's vision and aims;
- Stay up to date with legislation, including developing a secure understanding of EIF, and best practice; implementing as necessary;
- Work in positive partnership with the Executive Team to further develop our Trust's offer, approaches and support future Trust growth.

Leading Learning and Teaching

- Coach, mentor and motivate staff to build a culture of high commitment, standards, aspiration and drive for success;
- Support and monitor the delivery of an appropriate, comprehensive, high quality and cost effective curriculum in the school;
- Monitor, evaluate and review practice, ensuring accountability of the staff for the progress of their students;
- Ensure there is a continuous focus in the school/partnerships on student's achievement, effectively using data and benchmarks to monitor the progress in every child's learning;

- Ensure an engaging, personalised and inclusive curriculum is in place which while following statutory guidance is responsive to the needs of individual students and secures excellent outcomes;
- Monitor and implement policies which impact on outstanding practice;
- Assess, monitor and evaluate the quality of planning, teaching and of learning outcomes including the analysis of performance data, promoting improvement strategies as necessary, to ensure enhanced progress and support staff in performance management processes;
- Ensure all students have a clear qualification pathway and access career education;
- Monitor, manage and evaluate all students, and groups of students, to ensure enhanced progress i.e. Pupil_Premium students, FSM students etc.

Leading and managing the Organisation

- Ensure staffing structures reflect the needs of the school and roles and responsibilities are clear to all stakeholders;
- Implement all HR policies effectively to ensure a fit for purpose workforce is developed and upheld;
- Recruit and retain a high quality staff team (in liaison with the CEO and Executive Leadership team as necessary);
- Have in place strategies to ensure succession planning in key areas;
- Oversee the school's performance management policy, securing school improvement and high quality professional development;
- Fulfil the statutory duties, in relation to the curriculum (and its development), safeguarding and child protection;
- Ensure the effective deployment of staff and resources at all times (on and off site);
- To support the consistency of approaches to maintaining and improving levels of positive behaviour;
- Set the school budget, manage day to day finances effectively, efficiently and to monitor its effectiveness (working with the CEO and Head of Finance as necessary);
- Manage organisational change positively and effectively;
- Be responsible for the development and implementation of the SIP – ensuring action plans are in place and monitored vigorously;
- Ensure school self-evaluation is accurate and up to date;
- Ensure all annual reports, reviews and Student Personalised Plans (PIPs) are of a high; quality, reflect the needs of each students and meet statutory frameworks;
- To support the consistency of approaches to maintaining and improving levels of attendance;
- Ensure the day-to-day management structures, systems and processes work effectively in line with key priorities;
- Ensure Performance Management processes are carried out for all staff in school;
- Work closely with the school's governing board (LAB) and report to governors and the CEO on Performance Management outcomes, with action plans to ensure staff are fully supported in the PM process;
- Work collaboratively with the Leadership Team and middle leaders to ensure school improvement is sustained and to deliver quality outcomes for students;

- Ensure safe working practices are adopted by staff and liaise with site management to ensure H&S systems are in place/effective;
- Maintain appropriately safe premises/work areas for all staff, students and visitors to the school site;
- Implement all H&S/medical policies and procedures; review and update as appropriate;
- Update the school's website to keep this up to date (reflecting the excellent work of the school);
- Ensure that the range, quality and use of all available resources, including staffing, is monitored and reviewed to improve the quality of education for all students and provides value for money.

Securing Accountability

- To be accountable to the CEO, Executive Director for Schools, Local Academy Board and Trust Board for the clearly defined and agreed responsibilities/accountabilities relating to the leadership and management of the school;
- To maintain and develop a self-evaluation framework which clearly identifies strengths and areas for development, in order to inform the school improvement agenda and develop/maintain high standards;
- To ensure that the school is clear that individual staff's accountabilities to the Head teacher are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- To ensure that the school presents a coherent and accurate account of its' performance to a range of audiences including the RPT, local academy members, parents and carers and the local community;
- Work positively, in partnership, with the Executive Team;
- To be responsible for all aspects of self-evaluation within the school/partnerships.

Strengthening Community

- Maintain and further develop a school culture that takes into account the richness and diversity of the school's community;
- Collaborate and work in partnership with other agencies in providing for the academic, health, social, emotional, spiritual, moral and cultural well-being of students and their families;
- Ensure the learning experiences for students at the school and partnerships are linked into and integrated with the wider community, and that some of these are community based;
- Promote and model good relationships with parents/carers which are based on partnership to support and improve student's achievement and promote/support parenting skills generally;
- Promote the school as a centre of excellence for education, care and families in the local and wider community by sharing effective practice, promoting innovative initiatives;
- Work with the extended schools team to ensure a programme of enrichment opportunities are provided for all children and young people;
- Lead on, cooperate and work with the relevant agencies to protect and safeguard students.

Other

- Undertake any additional duties necessary to further develop the school, maintain/develop standards, uphold safeguarding and deliver the school/Trust's strategic plan
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National Standards for Head teachers

The Head teacher will carry out their professional duties in accordance with, and subject to the National Conditions of Employment for Head teachers, and Education Employment legislation. The Head teacher is accountable to the Local Academy Board, Trust Board and CEO for the standards achieved and conduct, management and administration of the school, subject to any policies that the DfE and the Trust shall make

As context changes over time duties may need to reflect this and the changing direction of RPT. The job description will therefore be reviewed at least annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and task but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.



Head Teacher Person Specification

QUALIFICATIONS

- Qualified Teacher Status (A)
- NPQH (A)
- Evidence of commitment to continuous professional development (A/I)

LEADERSHIP SKILLS

- Create and secure commitment to a compelling vision for the school (I)
- Hold and articulate clear values and moral purpose, focused on providing an excellent education for the students they serve (A/I)
- Demonstrate optimistic personal behaviour, positive relationships and attributes towards their students and staff, and towards parents, governors and members of the local community (A/I)
- Lead by example – with integrity, creativity, resilience and clarity – drawing on their own expertise and skills, and that of those around them (A/I)
- Build high levels of performance, by supporting and developing team working across the whole school community (A/I)
- Initiate and manage change, growth and improvement in pursuit of higher standards and strategic objectives (A/I)
- Prioritise, plan and organise their own work and direct and co-ordinate and provide professional direction to the work of others (A/I)
- Devolve responsibilities, delegate tasks and monitor performance to ensure high standards and the development of professional practice among staff, with evidence of objective assessment of the work of staff (A/I)
- Create a structured environment where students and staff can thrive, setting standards and providing a role model for students and staff (A/I)
- Manage and motivate staff to achieve excellent outcomes for all (A/I)

COMPETENCE AND EXPERTISE

- Command credibility and respect through expertise, experience and commitment to professional development (A/I)
- Lead the safeguarding of students under the school's care and assure that we prioritise their welfare (A/I)
- Make informed use of inspection, benchmarking (A/I)

COMMUNICATION AND PROBLEM SOLVING SKILLS

The ability to investigate problems, identify and evaluate solutions, make decisions and communicate effectively. We will be looking for evidence that candidates can:

- Think creatively and imaginatively to anticipate and solve problems, and identify opportunities for the school (A/I)
- Seek advice and support where necessary (A/I)
- Demonstrate reasoned judgement in difficult circumstances (A/I)

- Deal sensitively with people of very different and demanding expectations, demonstrating an ability to avert and resolve conflict (A/I)
- Communicate and influence effectively with, and secure the co-operation of, a wide range of people (A/I)
- Create a culture of effective communication across the whole school community, and implement appropriate systems to support this (A/I)
- Chair/lead and participate in meetings effectively (A/I)
- Develop, maintain and use an effective network of working contacts across all of the agencies and communities that the school interacts with (A/I)
- Work closely and collaboratively with the other Head Teacher/schools in RPT's Trust.

EXPERIENCE

- Substantial and successful leadership and teaching experience in a special school or a mainstream school (preferable secondary with key SEND role) (A)
- Experience of curriculum development (especially secondary) (A/I)
- Experience of supporting others in the delivery of excellent teaching and/or modelling lessons for others. (A/I)
- Experience of leading a safeguarding culture, including providing advice and support to staff as well as liaising and working with a range of other agencies. (A/I)
- Successful leadership experience at senior level (A)
- Successful leadership, management and monitoring of curriculum, quality of education, key area or phase. (A/I)
- Experience of having a significant positive impact on standards and student progress. (A/I)
- Experience of leading policy and decision making. (A/I)
- Experience of leading school improvement. (A/I)
- Experience of planning and delivering excellent in-service training. (A/I)
- Experience of working with students with a variety of SEND (preferably in an all age or secondary special or mainstream school). (A/I)
- Experience and understanding of Preparing for Adulthood, careers and work experience. (A/I)

DISPOSITION

- Evidence of personal and intellectual qualities required to set an example to others. (A/I)
- Evidence of ability to work on own initiative and to be proactive. (A/I)
- Evidence of being a proactive, positive leader, team player and of developing teams. (A/I)
- Evidence of holding people to account and making challenging decisions when required. (A/I)
- Commitment to excellence and to significantly raising the academic and personal achievement of all students. (A/I)

- Drive, energy and enthusiasm. (A/I)
- Engaging, approachable and a sense of humour. (A/I)
- Ability to challenge and support colleagues. (A/I)
- Willingness to take decisions within the ethos and structure of the school/Trust. (A/I)

KNOWLEDGE, SKILLS AND ABILITIES

- Have excellent knowledge and understanding of SEND, the curriculum and child development. (A/I)
- Clear understanding of the relationships between curriculum planning, student assessment, monitoring and target setting. (A/I)
- Ability to lead on, develop and maintain good relationships with all members of the school community. (A/I)
- Be a great team player with a well-developed understanding of how to enhance team work teamwork and how it contributes to school improvement. (A/I)
- Ability to work co-operatively and collaboratively with colleagues to motivate a team. (A/I)
- Be committed to developing and maintaining positive relationships with the Trustees/Governors, external agencies, the LA and other schools. (A/I)
- Have excellent verbal and written communication skills. (A/I)
- Able to write school improvement plans, lead on self-evaluation processes, write clear, concise, informative reports. (A/I)
- Have high aspirations with regards to achievement and behaviour for all students. (A/I)
- Be committed to and show evidence of the promotion of equal opportunities and its practical applications. (A/I)
- Knowledge, understanding and experience of SEND and The SEND Code of Practice. (A/I)
- Knowledge, understanding and experience of the annual review process. (A/I)
- Clear understanding of student progress and the use of assessment and data. (A/I)
- Knowledge of setting budgets and financial planning. (A/I)
- Excellent IT skills. (A/I)
- Thorough knowledge of current educational/SEND issues. (A/I)
- Excellent analytical and evaluative skills. (A/I)
- Excellent skills in summarising and articulating complicated information to a wide audience including parents, Trustees/Local Academy Board Governors, students and staff. (A/I)

Key: A = Application	I = Interview	A/I = Application and interview
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