



**TreeHouse School**

**Head of School**

**Recruitment Pack 2021**

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# Welcome from the Chair of Governors and Executive Principal

Thank you for your interest in becoming Head of TreeHouse School, one of the country's leading schools for children and young people with autism. As Head of TreeHouse School, you will be able to lead this unique, well-known and highly respected school, and make a real difference to our pupils' lives.

Whilst our pupils face some of the toughest challenges and difficulties, we know that our driven, ambitious and hard-working staff can make an extraordinary difference to our pupil's quality of life and make the ordinary possible - at school, home and in their communities.

We are searching for a Head of School who is passionate about autism and who will take us even further in our journey to excellence to ensure our practice permeates the whole of our teaching and learning offer. We want a Head of School who will ensure pupil voice is heard and responded to and who sees our pupils as experts by experience. We want a Head of School 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 a Head of School who pays the highest level of attention to ensuring TreeHouse School is a safe place to learn.

We are an outstanding school, but that does not mean we stand still. Our pupils continue to make brilliant progress, and with our newly implemented curriculum, we are confident about their futures. We have achieved much over the last few years, including staying open and maintaining teaching and support throughout the Covid pandemic. But we have ambitious plans for the future and are determined to build on these successes.

Our current Head of School is retiring and relocating. The new Head of School will have the support of established senior and middle leadership teams, who have many years of skills and experience at TreeHouse behind them.

At TreeHouse School we are deeply committed to our Ambitious Approach – our way of ensuring we deliver on quality of life for our children and young people. Our Ambitious Approach enables pupils to access a personalised curriculum supported by a transdisciplinary team. We have developed a competency framework, underpinned by staff training, a central tenet in supporting our staff to understand our Ambitious Approach.

To be Head of School at TreeHouse it is essential you have strong experience at leadership level. As a strategic thinker with excellent relationship-building, communication and interpersonal skills, you are likely to be someone who has already achieved real standing in your field. You must be invested heavily in practice leadership. Above all, you will share our absolute commitment to our mission and values and how we enact them through our curriculum offer and delivery.

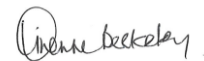
In return, this appointment offers the real opportunity to shape the future of our school at a key stage of the school's development. As Head of School, you can use your own expertise and background to ensure we continue to have a positive and lasting impact on the lives of young people with autism.

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.

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 passionate School Governors, and a committed Chair, 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.



Martyn Craddock  
Chair of Governors



Viv Berkeley  
Executive Principal



# 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 pupils with autism and learning difficulties aged 3–19 from across London and the Home Counties.

We have 97 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 pupils at the centre of our thinking.

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

TreeHouse School strives to make the ordinary possible and enhance the quality of life for its pupils. We are very proud of our school and our pupils' achievements. Through our curriculum offer and delivery we are determined to make the everyday possible for our pupils.

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 are installing 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 pupils 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

## **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 6<sup>th</sup> form to ensure there is a fit for purpose curriculum relating to the Preparing for Adulthood Pathways, including effective transition from school to adulthood.



**Sean Egan**  
**Assistant Head (Pupil Well Being)**

Sean is the Assistant Head for Pupil Wellbeing and the Designated Safeguarding Lead (DSL) for the school. Sean works collaboratively with the Head, Deputy Head and other Assistant Heads to ensure the successful delivery and management of pupil's specialist support, health care and welfare. As the School Designated Safeguarding Lead he is responsible for child protection matters and all related safeguarding processes and practice.



**Terry Stevens**  
**Assistant Head (Quality of Education)**

Terry has worked at TreeHouse school for 10 years and has been a member of the Senior Leadership team since September 2019. Terry is responsible for the Quality of Education at TreeHouse School and his most recent work has focused on the development of the new curriculum pathways. Terry oversees the school assessment processes and works closely with teachers to ensure that pupil progress is recorded and reported effectively to all stakeholders.



**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

Ambitious about Autism is the national charity for children and young people with autism. The charity was established in 1997 by a group of families of children with autism concerned at the lack of appropriate provision for their children. They set out to establish a school that would support their children to learn, thrive and achieve positive outcomes. Following a major capital fundraising campaign and a series of temporary locations and premises, the school and the charity moved into purpose-built accommodation in 2008, together creating the Pears National Centre for Autism Education. Since then, the charity has grown its education services, opening both Ambitious College and The Rise School in 2014, and extended its national influencing and enabling activities.

The Ambitious about Autism Schools Trust was set up in 2014 to support the development of free schools and operates the Rise School. We are also in the process of building a new free school in Kingston, West London.

**Our vision** is a world where the ordinary is the everyday experience of children and young people with autism.

**Our mission** is to make the ordinary possible for children and young people with autism.

**Our values** Children and young people with autism are at the centre of all that we do.

Investing in our staff to make sure our work has the biggest impact on children and young people with autism.

**We are ambitious**

**Our values**

**We value difference**

We value difference: given how unique every experience of autism really is, we work hard to develop personalised solutions for the children and young people we work with.

We believe in the talent of our staff and bring this expertise together as an organisation to challenge the status quo for children and young people with autism.

**We are experts**

**We are open**

We are open: to new ideas, in how we work and how we make decisions.

**We are team players**

We are team players: in how we work within the organisation, with children and young people, with parents and carers, and with our partners.



## 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 children and young people with autism, 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 make the ordinary possible for children and young people with autism. We believe all children and young people with autism 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

<b>Job title</b>	Head of School	<b>Team</b>	TreeHouse School
<b>Job band</b>	Circa £90,000 (depending on skills and experience)	<b>Reporting to</b>	Executive Principal
<b>Hours</b>	37.5 hours a week	<b>Line manages</b>	Deputy Head of School

**Approved by:** Executive Principal

**Date:** May 2021

## The Role

The role of the Head of School is to provide leadership for TreeHouse School in accordance with the mission, vision, values and strategy of the school and charity. The role entails being a member of the Executive Education Management Team and working with the TreeHouse School Governing Body, Education Committee and Board of Trustees.

## Key Accountabilities & Dimensions:

### Leadership and Governance

- Contribute to the development of the organisation's overall strategy and operational plan as a member of the organisational Education Executive Management Team and the Senior Leadership Team of the School.
- Develop, implement and evaluate the strategic and operational plans for TreeHouse School.
- Implement the school and organisation policies, processes and practices relating to educational services and ensure services are managed in line with organisational policy, statutory requirements and best practice guidance.
- Provide school leadership and hold staff to account for standards achieved and quality of education and the implementation of the Ambitious Approach.
- Present a coherent and accurate account of performance in a form appropriate to the Governing Body.
- Share and promote the vision of the Charity with stakeholders, parents and the children and young people.
- Plan and implement necessary changes to adapt to national and local political trends.
- Set high expectations and challenging targets for the school through the school's 3 year development plan.

### Management Responsibility

- Support the school leadership team to fulfil their operational responsibilities by providing the professional leadership and organisational support, personal and professional development, and the staffing, financial resources and environment to allow the leadership team to carry out their duties.
- In collaboration with the Finance Business Partner and Executive Principal set out and manage the school's budget
- Ensure the proper application of Ambitious about Autism's key personnel policies ensuring that relevant reviews take place at individual, team and service level.
- Strive to improve practice continuously through promoting and monitoring the continuous professional development of your team, empowering and motivating high performers through outstanding practice leadership.
- Manage any employee issues within your team with guidance from the people team.



- Line manage the school leadership team, undertake performance reviews and report any concerns or outstanding performance to the Executive Principal.
- Provide support and challenge to the senior school leaders and in their role in securing ongoing improvements to maximise the outcomes for pupils and have an unrelenting focus on continuous development of teaching, learning and assessment.

### Teaching, Learning and Quality

- Promote and implement new and emerging approaches and technologies to enhance and extend the learning experience of pupils.
- Evaluate the school's performance and identify the priorities for continuous improvement and raising standards.
- Monitor and evaluate pupil and teacher performance. Ensure assessment methods track performance using data and benchmarks. Act expediently to rectify poor performance.
- Develop a high quality curriculum that provides opportunities for every pupil to succeed and excel.
- Share staff ideas and innovation for further portfolio developments with the Executive Principal.
- Implement and model the Ambitious Approach.
- Create opportunities for staff to share good practice and networks to support continuous professional development.
- Secure and sustain effective, high quality teaching and learning by monitoring and evaluating the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for rapid improvement of all learners.
- To ensure all necessary systems and performance measures are in place to deliver good or outstanding Ofsted outcomes.

### Safeguarding and Health and Safety

- Ensure risk assessments and emergency plans are in place and reviewed.
- Ensure safe working practices.
- Safeguarding incidents; medication errors; other incidents and accidents errors are appropriate reported and acted on.
- Act as Designated safeguarding lead for school.

### Partnerships and External Relations

- Facilitate partnership working within and beyond the school.
- Be an active member of the Education Executive Management Team.
- Be an active member of the Governing Body.
- Create a culture which embraces diversity and encourages the school to build capacity, for example specialisms, in order to support the organisation's mission.
- Work with agencies such as local authorities and the Department for Education to maintain partnerships.
- Develop strategic alliances with external organisations to support and develop teaching and learning.
- Work in partnership with parents and the local college stakeholders to maintain good relationships and build opportunities for the learners in the local community.
- Actively promote school places and work with admissions to assess and transition learners.
- Have positive relationships with placing officers in LAs.
- Engage in multi-agency relationships directly related to pupils and families.

# Person Specification

## Role and band competencies

### Specific Knowledge, Experience & Technical skills

1. Teaching Qualification / NPQH
2. Up to date autism knowledge within the SEND sector
3. Experience as a successful Deputy Head or Head teacher
4. An outstanding communicator with experience of successful change management and practice leadership
5. A proven track record of coaching/mentoring/performance management/supporting staff which has led to improvements in performance and building a successful team
6. Proven track record of co-production both with children and young people and their families
7. Experience of improvement planning and of monitoring, evaluating and reviewing the impact of plans
8. Experience of monitoring standards and developing curriculum delivery with successful target setting and tracking which has raised standards of attainment and progress
9. Experience of analysing/evaluating a range of data to make judgements, identify priorities and lead on improvement plans
10. Knowledge and understanding of the Common Inspection Framework
11. Experience of influencing and negotiating with a wide range of stakeholders
12. Proven experience of managing an income and expenditure budget of £200k+
13. Computer literate with a good working knowledge of Microsoft Office 365
14. Ability to plan, manage and deliver work to agreed deadlines
15. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities

### Personal Attributes

16. Values driven with a track record of putting autistic children and young people at the forefront of all decision making
17. Committed to practice leadership
18. 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
19. Resilient and able to work on own initiative and work as part of a team flexibly
20. Ambitious expectations of our children and young people
21. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities

# How to apply

To apply for the role please head 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](mailto: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 Kembli Coakelin at [kcoakelin@ambitiousaboutautism.org.uk](mailto:kcoakelin@ambitiousaboutautism.org.uk) or call on 07553619519, if you cannot get through right away please leave a text message with your name and number.

The stages of the recruitment process are outlined below:

Stage	Timescale
Position advertised	14th May 2021
Closing date for applications	16th June, 12 noon
Shortlisting	18th June 2021
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.	22nd June 2021
Interviews	24th June 2021
Candidates informed of the outcome	25th June 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.

# We are Ambitious about Autism

Ambitious about Autism is the national charity for children and young people with autism.

We provide services, raise awareness and understanding, and campaign for social and policy change. Through TreeHouse School, The Rise School and Ambitious College, we offer specialist education and support.

Our ambition is to make the ordinary possible for more children and young people with autism.

## Contact us

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

☎ 020 8815 5444

✉ [info@ambitiousaboutautism.org.uk](mailto:info@ambitiousaboutautism.org.uk)

🌐 [ambitiousaboutautism.org.uk](http://ambitiousaboutautism.org.uk)

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Ambitious about Autism is a registered charity in England and Wales: 1063184 and a registered company: 3375255.

Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.