



Head Teacher Recruitment Pack

Oak Lodge School

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**A special school for
students between 10 and 19
who have hearing, speech,
language, and
communication needs.**

Dear Candidate,

Thank you for your interest in Oak Lodge School. I hope you find the enclosed information more than useful in helping you to make the decision to take this exciting opportunity and join us.

Oak Lodge is a special school for students between 10 and 19 who have hearing, speech, language, and communication needs. Our cohort of students is changing and the school operates a multi modal communication policy using BSL, Sign Supported English, and speech. We are a regional school taking students from over 30 local authorities. The school also has a highly successful Residential unit. In addition the school runs Deaf First a traded service providing communication support for students in local colleges and classes for adults with hearing impairment.

Whether this will be your first headship or you are an experienced head looking for a new challenge, this is a school where you can make a real and lasting difference to the young people in our care. We are highly ambitious to provide our students with the best education and preparation for a happy and successful life in the adult world. We are looking for a leader who can inspire, overcome challenges, and build on the success of the school.

Your success is important to us, and you will be fully supported by an experienced and enthusiastic Governing body that bring a wide range of valuable skills. Please call Michael Stephens of RSAcademics on 07834 520995 to arrange a visit and see what makes this a 'special', Special School.

I wish you every success in your career and look forward to receiving your application

Desmond Jarrett

Chair of Governors



Introduction to Oak Lodge

The school has a capacity for 100 students and we have 84 currently on the school roll. In years 7 – 11, 43% are eligible for Free School Meals. Our residential unit can accommodate 15 students who stay during the week. All students have an SEN statement or Education Health and Care plan. Oak Lodge has responded to advances in medicine such as cochlear implants and higher rates of survival of premature babies by broadening the intake of young people. The needs of students and our approach to meeting them have become more complex and varied. We expect this to continue and the new Head will need to respond quickly and adapt resources in the school to meet new opportunities.

Oak Lodge School was judged 'Outstanding' by Ofsted in 2012, but dropped to 'Good' in 2016 during the previous Head's period of long term absence. Our priority is to get back to 'Outstanding' again. The Residential unit has been consistently judged 'Outstanding' by Ofsted in its annual inspections. Students in the Residential unit benefit enormously; making 'significant social, emotional and academic progress from joining to the point of moving on'.

Deaf First operates in a competitive market place and provides an income that is used to benefit the school and the education of adults with hearing impairment. We are looking for a Head who has the ambition and drive to grow this service for the benefit of its client base and the school.

The school has extensive links with research bodies and with Deaf Schools in the United States and Europe. Building these relationships is important to us in keeping abreast of developments and improving our practice

Oak Lodge is located in a very pleasant residential district known as the Nightingale Triangle. Train and Tube are both less than 10 minutes' walk away, and we have onsite parking.



The Leadership Team

Deputy Head

Assistant Head Teaching and Learning

Assistant Head Behaviour and Welfare

Assistant Head Complex Needs

Head of Sixth Form

Head of Deaf First

Head of Residential Care

Business Manager

Our Curriculum

Oak Lodge has an exceptional and personalised curriculum leading to a diverse range of academic and vocational subjects for students aged 10 -16

The Curriculum comprises the following :



Communication and Language:

Oak Lodge has an extended English Curriculum focusing on Reading, Writing, Speaking and Listening, Visual Phonics, Grammar, and Communication.

English Language skills development is a key part of every area of the curriculum.



Questioning and Debate:

To facilitate higher order thinking skills and raise students ability to analyse research, make judgments and present sound thinking.



Emotions Curriculum:

Promoting emotional and physical well-being to enable young people to live healthy, happy and productive lives.



Enquiry Based Learning:

Student-led project learning to develop leadership, curiosity, collaboration and interdisciplinary knowledge.

Personal Learning and Thinking Skills:

Developing skills in teamwork, independent enquiry, effective communication, self-management, creative thinking and reflective learning.



Enrichment:

Identifying and developing students' passions, abilities and entrepreneurship, through an adventurous extra-curricular programme.



Cultural Programme:

The curriculum is hooked onto a dynamic visit programme to many museums, theatre productions, art and music events across London.



Pastoral Care:

Pastoral support enhances life, social and study skills preparing our students for the opportunities and responsibilities within school and beyond.



Learning Mentor Guidance:

Providing 1:1 support for students in overcoming barriers to learning, in order to achieve their full potential.





Residential Visits:

Developing students' confidence, leadership and communication skills for life in both national and international settings.



State of the Art Technology:

The development of students' expertise and ownership of new technology is fundamental to effective learning and communication.



Learning Outside the Classroom:

Promoting learning through real-life experiences beyond the classroom walls through local, national, cultural, religious, sporting, professional tutoring and community engagement.



Sixth Form:

In addition to English and Maths Sixth Form students follow one of the following pathways:

- Academic
- Pre – vocational
- Vocational
- Towards Independence



National Accreditations

- Functional Skills
- GCSE
- Entry Level,
- ASDAN
- City & Guilds
- BTEC level

Support for Head teachers

Wandsworth has a very well established induction programme designed to welcome and support new head teachers into their role as the leading professional in their school. The induction programme introduces new head teachers to the key professionals in the authority who may provide advice, support and guidance on various school issues.

In addition to this you will have the support of the link inspector. You will also be offered a Headteacher mentor from one of the other Wandsworth special schools.

Wandsworth is committed to continuing professional development for all teachers and offers a range of CPD opportunities through training and development online: www.wandsworthcpd.org.uk. We offer specific opportunities for school leaders, including NPQML, NPQSL, NPQH and various Ofsted inspection courses. A key part of the induction process for new head teachers will be to help you identify and plan your professional development needs. We will provide funding and support to take British Sign Language and Teacher of the Deaf accredited courses if you do not have them currently. Prior to acquiring sufficient signing skill you will have the services of an interpreter when required.



A letter for prospective Head teachers at Oak Lodge School

It is great that you are considering applying for the Headteacher post at Oak Lodge School in Wandsworth. I am the interim executive head and I am working at the school until a new head is appointed. The previous head retired in December and now the governors and the Local Authority are seeking the right person to take responsibility for the Oak Lodge family. I have only been at Oak Lodge since the beginning of January and am discovering new and exciting things every day. It is an amazing place to be!

All staff are here for the pupils and work together to create an environment in which the pupils can thrive. From breakfast when they arrive the pupils are surrounded by a nurturing ethos where their needs are met and they can make good progress socially, emotionally and academically.

At the first assembly this term I was introduced to the pupils. I was really thrilled as they chose a sign for me based on my surname Ashworth. My sign is worthy and I am proud to own it. The pupils are so enthusiastic and confident. They are delighted to come to the stage and receive their awards for merit points and star of the week in different subjects. I especially like the Kindness "Star of the Week". The pupils explain either in sign or words what they have done to receive the award and everyone rewards them with clapping or hands waving in the air.

Pupils have a very varied curriculum. As well as the more usual subjects they also have Wellbeing first thing on Monday where they can choose an activity which links to mental and/or physical health such as Tai Chi or running. During the week all classes have lessons in expressing their emotions and in signing (most use BSL). One afternoon there is enrichment where activities such as Lego, table tennis and jewellery making can take place. Music and drama enable pupils to express themselves in different ways and they take part in festivals with other schools in the area. Art and media are well resourced along with DT (resistant materials), Horticulture and Food Technology.



The therapy team, speech and language therapists, Occupational therapists and physiotherapists, work within classes and individually to support pupil learning. The audiologists ensure that aids work properly to maximise their value.

The school has a very experienced Deputy Head Christine Mukasa who has been acting head for some time as the previous head had been ill. Christine would be delighted to show you around the school and answer your questions.

Please get in touch if you are the sort of person who has the right experience and the desire to lead our wonderful school. You will be an excellent communicator and be able to work collaboratively. You will bring new ideas as well as review what we are doing at the moment. You will have real vision and the ability to make a difference to the lives of our pupils so that each and every one will reach their potential.

Come and see and be ready to be as amazed as I have been to see what the school has to offer.

Pat Ashworth

Interim Executive Headteacher



Your application

The first step in the selection process is your application. To get the most out of your application, please ensure you read through the person specification carefully and provide specific examples to demonstrate how you meet all the criteria.

We encourage you to visit our School to help you prepare for your application. You are assured of a warm welcome. Visits can be arranged by calling Michael Stephens on 07834 520995. Visits to the school will take place up until

Wednesday 4th October 2017.

Key dates

Deadline for applications: 10am on Thursday 5th October 2017.

Shortlisting: **w/c 9th October 2017**

Interviews and assessments: **Wednesday 18th October 2017.**

Interested candidates are invited to contact RSAcademics, by email or telephone, to arrange a confidential discussion with either Michael Stephens or Helen Flower.

Michael Stephens: 07834 520995 or email him on

MichaelStephens@RSAcademics.co.uk

Helen Flower: 07921 587752 or email her on

HelenFlower@RSAcademics.co.uk

The deadline for receipt of applications is 10.00am on Thursday 5th October 2017.

Candidates should complete their application form electronically and email it to RSAcademics, together with a short covering letter addressed to Chair of Governors, Mr Desmond Jarrett, explaining their reasons for applying. There is no need to submit a separate CV.

Please email your completed application form and covering letter (both as PDF files please) to Alice Matcham at:

recruitment@rsacademics.co.uk. Alice can also be reached by calling 01858 467449



HEADTEACHER: JOB DESCRIPTION

Oak Lodge is a mixed special school offering 100 places for pupils aged 10-19 years with a hearing impairment, speech, language or communication needs, with fifteen residential placement. Deaf First is run by the school as a Traded Service, providing communication support services for college students, classes for deaf adults and British Sign Language courses.

Responsible to: the Governing Board and Local Authority

Grade: Leadership Scale L24 – L30 (Inner London)

Salary £90,868- £103,115 (including £5,377 Residential Allowance)

General Headteacher Accountabilities

The Headteacher is accountable to the school's Governing Body and through the Director of Children’s Services to the Local Authority. The professional duties and job description of the Headteacher are outlined in the School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. This job description is based on the National Standards for Headteachers.

Job Purpose

The Headteacher is the lead professional in the school, and working with the governing body, is responsible for providing vision, leadership and direction for the continuous improvement of the school. The Headteacher, with the governing body is responsible for ensuring that teaching and learning are highly effective and that all pupils achieve their maximum potential:

Creating a structured and safe learning environment
Ensuring continuous improvement of the quality of education
Raising standards and outcomes for all pupils
Ensuring equality of opportunity for all
Ensuring that resources are effectively and efficiently used to achieve the school’s aims and objectives
Developing and promoting the residential provision and its’ added value for pupils
Maximising the service provision and revenue from Deaf First Traded Services

Key Tasks

The Headteacher works with the governors and staff in relation to these key tasks.

1. Leadership and the strategic direction and development of the school

- a) Providing a clear and soundly based educational vision, ethos and direction that promote and support pupils' learning, achievement and spiritual, moral, social and cultural development.
- b) Working with the governing body to formulate, implement and sustain policies which support the school's values, aims and objectives and ensure equality of opportunities.
- c) Ensuring that the strategic and operational management, finance, organisation and administration of the school support its values, aims and objectives.
- d) Ensuring that the school has effective systems for monitoring, evaluating and reviewing policies, priorities and targets for the school.
- e) Ensuring that the school development plan identifies appropriate priorities and targets for improvement and relates to overall financial planning.
- f) Developing relationships with pupils, staff, governors, parents, agencies and the community in order to secure support for the school and its aims.
- g) Maintaining a commitment to outreach and in conjunction with the Local Authority to give advisory support to specialist and mainstream provision.
- h) Ensuring that the residential provision, Phoenix House, meets all legal and safeguarding requirements
- i) Ensuring that the Deaf First Traded Service continues to meet the needs of the school and the wider community



2. Management of Teaching and Learning

- a) Ensuring that the statutory requirements for the curriculum are met and that the curriculum provided is appropriate for the needs of all students.
- b) Developing and maintaining the provision of an appropriate and safe learning environment for effective teaching and learning, which models the behaviours which enable learning to take place and promotes the pupils' spiritual, moral, social and cultural development.
- c) Creating and maintaining pastoral and welfare systems for all members of the school community in order to support a positive and caring ethos
- d) Maintaining and developing systems to monitor, record and evaluate the quality of education and outcomes for students including preparation for, and transition to, adult life.
- e) Implementing strategies to secure improvements in the educational standards achieved by all pupils.
- f) Working with the manager of Deaf First ensure that the classroom(s) are appropriate, the courses meet student needs and there is a high quality of lesson delivery.
- g) Continue to review and develop the sixth form curriculum in line with pupil needs.

3. Management of People

- a) Be an effective listener and communicator who uses group processes and facilitator skills effectively.
- b) Planning, allocating and evaluating work carried out by staff so that all are clear about their roles and responsibilities.
- c) Managing the performance of the school's staff through the provision of appropriate procedures for induction, support, observation and review and ensuring that professional development activities are linked to individual and school needs through appraisal and the school development plan.
- d) Creating, maintaining and enhancing effective working relationships among all members of the school community.

4. Management of Resources

- a) Managing accommodation, the school site and teaching and learning equipment in order to create a positive, effective and safe learning environment.
- b) Managing the residential provision, Phoenix House
- c) Managing the Deaf First Traded Service which operates as a training agency and provider of tutors, TAs, CSWs and Interpreters
- d) Monitoring and evaluating the use of resources in order to ensure that support for learning is maximised.
- e) Ensuring that all pupils receive the entitlement specified in their Statements/EHCP plans or when this is not possible ensure that the parent/carers and the LA is advised so that appropriate changes can be made.
- f) Ensuring that the Therapy Team and other additional Resources/ Bought in Services meet the needs of the school

5. Accountability for the effectiveness and efficiency of the school

- a) Implementing monitoring systems in order that reviews and evaluations of the school's effectiveness and efficiency can be made, this includes pupil progress in meeting targets identified in their Statements/EHCP plans and Provision Maps.
- b) Ensuring that results are reported and discussed with governors, parents, staff, the Local Authorities, the community and other agencies as appropriate.

6. Welfare and Safeguarding

- a) Creating and maintaining a nurturing school environment in which all pupils develop physically, socially and emotionally.
- b) Being responsible for Child Protection and Safeguarding of pupils. Ensure that staff are safe.

It is implicit that these duties are carried out in accordance with school and Council policies on equal opportunities.

Person Specification

Qualifications	Essential or Desired
Good Honours degree and appropriate teaching qualification	Essential
National Professional Qualification for Headteacher’s NPQH	Desired
Evidence of successful Leadership experience	Essential
Teacher of the Deaf qualification	Desired
High standard of signing in order to communicate effectively with hearing impaired pupils and staff	Desired
Accredited disability-related (SEN) post graduate qualification and/or a strong record of experience in Special Education	Desired
Understanding of the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to Safeguarding children and young people	Essential
If the preferred candidate does not have a good standard of BSL a willingness to enhance skills in this area will be essential	Essential

Leadership and strategic direction and development of the school	Essential or Desired
Provide strategic vision, initiate action, take responsibility.	Essential
Motivate others to assist in setting and achieving goals	Essential
Analyse issues and take timely action	Essential
Focus resources on strategic goals	Essential
Be solution focused and exhibits a positive attitude.	Essential
Command respect by example in personal values, behaviours and standards	Essential
Use, encourage and facilitate effective communication with all stakeholders	Essential
Achieve excellence by using effective monitoring systems, interpreting data effectively and evaluating performance and progress towards goals.	Essential
Demonstrable understanding of the OFSTED criteria for Outstanding schools and ability to support the whole school community in becoming a beacon of excellence	Essential
Work effectively with the Governors and the local authority	Essential

Management of Teaching and Learning	Essential or Desired
Extensive knowledge of curriculum, methods and styles of teaching and learning, student assessment and evaluation criteria.	Essential
Experience of producing the School Improvement Plan	Desired
Ability to support the Leadership Team in ensuring that the school meets national requirements and that teaching is at least good throughout the school	Essential
Experience of contributing to the SEF (School Evaluation Framework)	Desired
High expectations and the ability to articulate them effectively	Essential
Understanding of provision mapping and the individualisation of curriculum delivery	Essential
Understanding of the challenges which pupils with hearing impairment/communication difficulties and other additional needs experience in making academic progress	Essential
Understanding of the role of Therapy in supporting and enhancing pupil engagement with learning	Essential
Experience and understanding of the “Towards Independence” and Vocational curriculums	Essential

Management of People	Essential or Desired
Intervene, negotiate, resolve conflict, facilitate communication and create and maintain a positive, caring and effective ethos	Essential
Understand how own behaviour affects others, exhibits and adjusts appropriate interaction skills and deals effectively with emotional issues	Essential
Delegate authority and responsibility clearly and appropriately	Essential
Assess expertise of self and others and use staff appraisal to further develop staff and achieve the aims of the school	Essential
Use coaching styles to enable staff to reach their potential.	Essential
Be an effective communicator who uses group processes and facilitator skills effectively	Essential

Management of Resources	Essential or Desired
Evidence of effectiveness in managing a substantial budget	Essential
Evidence of effective use of all available resources to maximise the progress of pupils	Essential
Ability to ensure that provision for identified pupils is used effectively as stated in their Statements/EHCPs and Provision Maps	Essential
Secure understanding of Health and Safety issues involved in leading a school	Essential
Understanding of the additional requirements of running a residential unit	Essential
Understanding of the additional requirements and OFSTED expectations involved in running a Sixth Form	Essential
Understanding of market forces as they apply to a Traded Service in education.	Essential

Accountability for the effectiveness and efficiency of the school	Essential or Desired
Evidence of effectiveness in reporting on strategic development to Governors/LA	Essential
Evidence of effectiveness in creating, developing and implementing effective monitoring systems/data and writing and/or significantly contributing to the SEF	Essential
Evidence of effectiveness use of in-school reviews and evaluations, OFSTED and other external reviews of the school's effectiveness to write Action Plans and School Improvement Plans	Essential

Safeguarding and Promoting the Welfare of Pupils	Essential or Desired
Evidence of effective development, implementation and maintenance of robust evaluating systems which enable pupils to develop emotionally and physically in a nurturing environment.	Essential
Evidence of working collaboratively and effectively with a range of professionals to enable pupils overcome the difficulties and challenges which they face as they move towards adult life.	Essential



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