



Deputy Head of School

TreeHouse School, Ambitious about Autism
Recruitment Pack December 2019



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Introduction from Tracey Capstick Head of School

May I take this opportunity to thank you for expressing an interest in applying for the position of Deputy Head of School at TreeHouse School part of Ambitious about Autism. This is an exciting time to join our school as we embark on launching our ambitious approach, working more collaboratively and making the ordinary possible for our learners.

TreeHouse School is a non-maintained special school for pupils and young people from Early Years to Post-16 who have a diagnosis of Autism. Founded in 1997 by a group of parents, the school recently celebrated its 21st anniversary and continues to be innovative in meeting the needs of its pupils. We support 87 pupils aged 4-19 supported by over 140 members of staff. TreeHouse School maintained its Outstanding Ofsted rating in December 2017.

TreeHouse School is committed to providing the high quality, specialist teaching, learning and support needed to improve the life chances of children and young people with Autism. As part of the charity Ambitious about Autism, TreeHouse School strives to make the ordinary possible and enhance the quality of life of its pupils.

We are very proud of our school and our pupils' achievements. Our 'Outstanding' judgements from Ofsted quoting "The school's culture puts no ceiling on pupils' reflects our efforts and commitment to make the everyday possible for our pupils. To continue our development, we need collaborative individuals that thrive in challenging environments working as part of a robust team.

This position is both exciting and significant and I hope very much that you will consider this opportunity to contribute to our future and the lives of children and young people with autism.

Best wishes,

Tracey Capstick, Head of School



About Autism

Ambitious about Autism is committed to making the ordinary possible for children and young people with autism.

- **Autism is a lifelong developmental disability which affects 1 in 100 people in the UK. It affects the way a person communicates and how they experience the world around them.**
- **Children with autism face many barriers: these include a lack of understanding of their needs and how to meet them, a lack of good quality services and opportunities to have their views taken into account.**

As a result:

- 4 in 10 children with autism have been excluded from school and 40% are bullied.
- Only 16% of people with autism work full-time and 90% remain dependant on their families for the rest of their lives.
- Many families struggle to support their child and live in poverty and feel isolated.

This must be addressed with urgency if we are to stop the wasted opportunities for these children, their families and our society.



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 to support the development of free schools and operates The Rise School.

Our vision

A world where the ordinary is the everyday experience of children and young people with autism.

Our mission

Our ambition 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: their well-being and safety is our number one priority.

To achieve this:

➤ **We are ambitious**

We invest in our people and aim high to make sure our work has the biggest impact for children and young people with autism and their families.



➤ **We value difference**

We know that creating equal opportunity does not mean one size fits all. We aim to make ourselves accessible to children and young people with autism across the spectrum, from all communities and backgrounds.

➤ **We are team players**

Collaboratively working and building strong partnerships are essential if we are to make the ordinary possible for children and young people with autism.

➤ **We are open**

We strive to be open – open to new ideas, open in how we work and open in how we make decisions.

➤ **We are experts**

We respect and develop the expertise of our talented staff and make sure that we are evidence-based, rigorous and accountable in everything that we do.

Our Aims

1. **More and better services** that meet the needs of children and young people with autism effectively
2. **Greater awareness and understanding of the needs** of children with autism and how best to meet these needs
3. **Policy at national and local level** that take into account the needs of children and young people with autism
4. **Ambitious about Autism has the capacity** to deliver its strategy.

Our Services

Ambitious about Autism is focused on developing innovative service models that demonstrate excellent outcomes for young people and are replicable and sustainable. We are committed to creating pathways to enable young people to live a fulfilling life as part of their community.

School years: TreeHouse School is a non-maintained special school for pupils aged 4 to 19 with autism. Established in 1997, the school has an Outstanding Ofsted rating and is well known for its pioneering evidence-based approach. The charity set up a multi-academy trust, Ambitious about



Autism Schools Trust, which developed and launched its first free school, The Rise School in September 2014.

College years: Ambitious about Autism runs Ambitious College, which opened in September 2014. This is London's only registered Specialist College dedicated to educating and training young people with complex autism aged 16-25 years. The college is now based on two permanent campuses co-located and in partnership with mainstream further education colleges.

Capacity building for families and professionals: Ambitious about Autism continues to provide training and support to enable families and professionals to support children and young people with autism, a strategic partner of the Autism Education Trust (AET) and the Training Hub for London for school and Post 16 services.

Our research work

Ambitious about Autism works directly and in partnership to increase understanding of the needs of children and young people with autism and how they can be met. We do this by carrying out, commissioning and collaborating on research projects. The charity continues to work as a founding partner with the Institute of Education on the work of the Centre for Research into Autism and Education. We also work with Bangor University and Warwick University to evaluate the effectiveness of our work and to build the evidence base for autism education.

Our awareness raising activities

Building awareness and understanding of autism and the work we do to support children and young people with autism is critical to our ongoing success. We communicate with and involve children and young people, parents and carers, the children's workforce, decision makers and influencers to support the delivery of our mission. Ambitious about Autism is growing and developing its online community; Talk about Autism, to provide support and as a means to engage the autism community in our policy and influencing work.

Our policy and participation work

Our policy work is evidence-based and focuses on influencing the policies and practices of both local and central government. Ambitious about Autism works to respond to policy developments and to proactively campaign on the issues that matter to children and young people with autism and their families. We have developed and grown our participation work and we provide platforms for young people and parents to share their experiences directly with policy and decision-makers. We also use our experience as a service provider to inform policy and practice.

For further information about our work, please see www.ambitiousaboutautism.org.uk



Job Description & Person Specification

Job Title	Deputy Head of School	Team	TreeHouse School
Job Band	School Band 8	Reporting to	Head of School
Hours	Full Time 37.5 hours per week	Line Manages	Assistant Head of Pupil Support and Welfare, Assistant Head of Sixth Form, Assistant Head of Quality Education

Role Purpose

- Responsible for supporting TreeHouse School development and improvement working in collaboration with the Head of School, Senior Leadership team and Governors.
- Development of the lower school, including Quality Assurance and Self-Evaluation

Strategic Leadership

- Responsible for supporting the development of the School Self-Evaluation and Improvement Plan
- Responsible for the strategic and operational leadership of the school as a member of the Senior Leadership Team
- Work collaboratively with the Senior Leadership Team of our other education settings
- As a member of the Senior Management Team for Ambitious about Autism, contribute to the strategic development of the charity.
- Responsible for the agreeing, managing, monitoring, and reporting on delegated budgets.

Leadership and Management: Teaching and Learning and SENCO

- Responsible for further developing the policies, procedures, systems and processes to monitor, evaluate and review teaching and learning for pupils in the School.
- Ensure the school curriculum, timetable and staffing model supports learning opportunities for every pupil to achieve positive outcomes.
- Ensure all members of staff recognise and fulfil their statutory responsibilities and ensure all school staff understand their roles and the changes under the SEND Code of Practice.



- Oversee, monitor and provide a coordination role for all professionals working with children with SEND and EHCPs to meet individual needs and ensure statutory paperwork and other preparation for meetings e.g. Transdisciplinary Planning Meetings are completed in good time and, where necessary ensure reviews are sent to the appropriate agencies.
- Lead Transdisciplinary SEND reviews on pupil progress to provide challenge and support and to improve their progress.
- Provide clear and effective leadership of Teaching and Learning in the lower school (4-14).
- Consistently model outstanding teaching, learning, leadership and management in own practice.
- Work collaboratively with the Transdisciplinary Teams to ensure that robust and effective Assessment for Learning and positive behaviour support informs teaching and pupils make the best possible progress towards their outcomes.
- Mentor for School Direct and NQTs.

Leadership and Management: Achievement

Target setting, pupil progress and high expectations

- Ensure that all colleagues hold consistently high expectations for all pupils and have effectively planned targeted personalised support to ensure pupils achieve their targets.
- Ensure that pupil success and achievement is celebrated and promoted across the school and contributions to a culture of high aspirations for our pupils and raises expectations of parents and carers.
- Work closely with families both directly and through other AaA services (e.g. Family Support) to promote and encourage their engagement with their child's education and transitions.

Reporting and Recording Pupil progress

- Develop policies, systems and processes for monitoring and reporting pupil progress and outcomes to Trustees, TreeHouse School Governing Body, LAs and other stakeholders.

Leadership and Management: Behaviour and Safety

- Responsible for the accurate reporting and recording of all matters relating to Health and Safety and pupil welfare to the Headteacher and/or in line with organisational policy and procedures.



- Deputise for the Headteacher when appropriate or necessary (e.g. responsible for the school in absence of Headteacher, act as Deputy Designated Safeguarding and Health and Safety Lead)
- Child Protection Officer for Primary and Key stage 3
- Ensure all teaching activities including Educational Visits are compliant with Health and Safety policies and that the Primary environment is well managed and resources used efficiently and safely.
- Welfare of lower school pupils including attendance and punctuality (4-14)

Professional Development Performance Management

- Ensure that effective performance management of staff identifies areas of outstanding practice.
- Fairly and robustly challenge under-performance at all levels including learners and staff, working with the Headteacher to put in place additional support and intervention as required.

Personal Development

- To keep abreast of current educational research and policy and ensure that it is integrated into practice across TreeHouse School as appropriate and in agreement with the Headteacher.
- Actively engage in personal and corporate CPD – regularly reflecting on your own practice, working towards personal targets and by participating positively in the arrangements made for performance management/appraisal and contributing to school development as set out in the School Development Plan.

External Stakeholders

- Responsible for ensuring that information on TreeHouse School website is up-to-date and can be easily understood by a wide range of audiences.



Common Accountabilities & Dimensions within all roles

- Demonstrate the vision and values of TreeHouse School and Ambitious about Autism in everyday work and practice, upholding the school ethos of challenge and support where all pupils can reach their full potential and maximise their engagement in learning
- Actively contribute to the shared culture of excellence and capacity building that promotes inclusion and maximises learning and achievement of pupils and colleagues
- Treat all members of the school and charity community fairly, with dignity and respect, contributing to the positive school ethos and culture
- Responsible for ensuring that your own practice is consistent with TreeHouse School and Ambitious about Autism organisation policies and procedures and for keeping abreast of any changes to these e.g. through reading updated policies or participating in Continuing Professional Development (CPD) and staff training
- Responsible for your own effective professional communication, orally and in writing, to the right people at the right time
- Responsible for ensuring that your own responsibilities and accountabilities are clearly defined and understood and for managing your work and working proactively with your manager to that end
- To uphold TreeHouse School and Ambitious about Autism policies to protect and safeguard pupils and vulnerable adults in order to secure their health, safety and wellbeing
- Ensure any personal care offered to pupils maintains their dignity, promotes their independence and takes account of all relevant policies
- Responsible for ensuring that your personal use of resources is efficient and effective and actively upholds TreeHouse School and Ambitious about Autism Health and Safety and Expenditure policies
- Assume personal responsibility for implementing the organisation's policy on Equal Opportunities and inclusion for all staff and pupils
- Ensure through monitoring, evaluation and effective ongoing communication of expectations that all staff implement the Governing Body's policy on Equal Opportunities and inclusion for all staff and pupils.
- Working collaboratively with other members of the leadership team to ensure that differentiated learning opportunities and strategies are in place to support all pupils, including those with English as an Additional Language, additional SEND and those at risk of under-achievement.
- To support the Headteacher in managing and organising the school efficiently and effectively to ensure it meets the needs of all site users, including pupils, staff and parents.



	Essential
Education Levels & Qualifications	
1. Qualified Teacher Status	X
2. Relevant first degree e.g. in teaching or subject area of the curriculum	X
3. NPQH or similar leadership qualification	X
Specific Knowledge, Experience & Technical Skills	
4. Extensive teaching experience with young people with autism	X
5. Experience of senior leadership in an education setting	X
6. Experience of working with young people in transition between school and Further Education	X
7. Experience of involvement in preparing for and leading OFSTED/HMI inspections	X
8. Experience of developing, implementing, and monitoring school development plans and school policies	X
9. Experience of or a commitment to teaching and learning support within a behavioural approach (e.g. Active Support / Positive Behaviour Support)	X
10. Experience of providing high quality training on curriculum, teaching and learning and preparing for adulthood to a range of audiences, including parents	X
11. Experience of successfully leading and managing transdisciplinary team and understanding of being an effective team member	X
12. Experience of effectively developing and managing budgets	X
13. Able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people	X
14. Evidence of excellent interpersonal and communication skills (both written and verbal)	X
15. Excellent analysis skills	X
16. Ability to work under pressure. Evidence of ability to plan and prioritise own workload and that of others	X



17. Evidence of ability to gain and maintain the confidence and respect of colleagues, pupils, parents and governors	X
18. Experience, ability and enthusiasm for collaborative transdisciplinary working	X
Personal Attributes	
19. Holds high aspirations for children and young people with autism and is passionate about providing learning opportunities for them which prepare them well for an adulthood which includes employment, independent living, good health and community inclusion.	X
20. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities.	X
21. Able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people	X
22. Evidence of excellent interpersonal and communication skills (both written and verbal)	X
23. Ability to work under pressure. Evidence of ability to plan and prioritise own workload and that of others	X
24. Evidence of ability to gain and maintain the confidence and respect of colleagues, pupils, parents and governors	X
25. Experience, ability and enthusiasm for collaborative working	X
26. IT literate – confident in using Word, Excel, Outlook, SIMS	X



Additional Information

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact Kembi Coakelin, Senior Recruitment Officer on: 020 8815 5435 or kcoakelin@ambitiousaboutautism.org.uk

Interested in finding out more? Come and visit TreeHouse School W/C 13th January 2020. We have limited spaces available so please contact kcoakelin@ambitiousaboutautism.org.uk to book a place.

Stage	Timescale
Open visit to Treehouse School	W/C 13 th January 2020
Closing date for applicants	Monday 20 th January 9:00AM
Stakeholder Day	Friday 24 th January 2020 10.00AM-4.00PM
Final Stage Interviews	Monday 27 th January 2020

Equal Opportunities Monitoring

Ambition 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.