



HEAD TEACHER

THE AVENUE SCHOOL
CHRISTCHURCH AVENUE
LONDON

The trust's motto of 'love, learn, laugh' underpins all the school's activities. (Ofsted, October 2023)

INFORMATION
PACK

The Rise Partnership Trust

Head Teacher – The Avenue 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 **outstanding** special school.

The Avenue School provides a specialist teaching environment for pupils with a range of special educational needs. All pupils have a diagnosis of Autism and severe/complex needs.

The Avenue School provides a very specialist learning environment with small classes (7 to 9 pupils), specially trained staff, and onsite, embedded speech and occupational therapy. Pupil interventions are carefully planned to ensure every pupil makes the best possible progress leading to positive outcomes as they move into adulthood.

The Avenue School works tirelessly to ensure that all of our pupils 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).

The Avenue School and RPT

The Avenue 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 pupil 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 pupil is well-prepared as they move into adulthood.

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

The Avenue's Ofsted report (October 2023) identified that ***"All people who work in this school do so with much enthusiasm and tremendous care for every pupil. Pupils' working relationships with adults are exemplary. Parents and carers who responded to Ofsted's survey were glowing about the school. Typically, they said that the teachers and therapists are wonderful in supporting their children's learning and development, and in supporting them as parents. They said that their children are incredibly happy and safe and love going to school."***

RPT schools prioritise excellent professional support, training and development for all staff, that ensures every child 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 pupils 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:

- **Pupils** – 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.

Verbal Behaviour at The Avenue School

Verbal Behaviour (VB) is an approach to teaching language and communication based on the principles of Applied Behaviour Analysis (ABA). It is the analysis of language using behaviour analytic principals and considers the behaviour of the speaker and the listener.



Language is behaviour and can be explained according to the same environmental variables that explain all other behaviours, considering antecedents, consequences and its FUNCTION.

Verbal behaviour incorporates all forms of language and means a pupil does not need to be able to speak to develop a functional mode of communication. A mode of Augmentative and Alternative Communication (AAC) may be identified to support pupils to communicate.

Why do we use this approach?

- It is evidenced based and highly effective in developing communication for all
- It puts the individual pupil at the centre of their learning
- It focuses on making learning motivating, fun and engaging
- It supports pupils to become resilient, independent, skilled and most of all EXPRESSIVE.

How do we use positive reinforcement?

Positive reinforcement is personal and can change moment to moment. If a behaviour is reinforced it is more likely to occur in the future. This premise underpins all of our teaching.

'Behaviour goes where reinforcement flows' (Aubrey Daniels, 2000)

What does this look like at The Avenue School?

Highly motivating teaching sessions - Staff spend time extensive time building positive relationships with the pupils, creating engaging, fun sessions that follow the individual's motivation and includes personalised reinforcement.

Teaching - There is a focus on firm focus on teaching skills that are functional for the pupil. These bespoke targets will be represented in each pupil's targets.

Behaviour 'responses' of concern - We always aim to identify the function of a behaviour 'responses' and teach an alternative or replacement behavior to ensure ppils are then able to access the environment around them in a positive manner.

Verbal Behaviour is implemented through specialist teaching procedures and multi-agency input from Speech and Language Therapy, Occupational Therapy, Teaching staff and Behaviour analysts.

Ofsted (October, 2023) identified that: "The school has created a unique approach to managing behaviour. They have shared this with other special schools. It is sharply focused on helping pupils to engage positively with their work and gain the skills to socialise effectively. As a result, there is a highly purposeful atmosphere across the school."

Headteacher Job Description

Accountable to: RPT CEO and RPT Trustees
Scale: L21 to L28 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

The Avenue School Head teacher role is:

- To secure excellent outcomes for all pupils through effective leadership at The Avenue school;
- To be responsible for effective day to day leadership, management, control and operation of The Avenue School, thus ensuring a high quality education and provision for all the pupils on roll;
- To promote and uphold an ethos within The Avenue 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 pupils;
- 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 pupils 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, pupils, 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 The Avenue School;
- To work closely with the RPT CEO, Executive Director of Schools, Executive team and Trust to maintain an excellent outcomes.

Statutory Requirements

The Head teacher shall carry out his/her 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 The Avenue 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, including VB, 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 pupils 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

- Ensure the principles of child development and Verbal Behaviour underpin teaching and learning;
- 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 pupils;
- Ensure there is a continuous focus in the school/partnerships on pupil'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 pupils 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 pupils have a clear qualification pathway and access career education;
- Monitor, manage and evaluate all pupils, and groups of pupils, to ensure enhanced progress i.e. Pupil Premium pupils, FSM pupils 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 all annual reports, reviews and Pupil Personalised Plans (PIPs) are of a high quality, reflect the needs of each pupils 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 pupils;
- 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, pupils and visitors to the school site;
- Implement all H&S and medical policies and procedures and review 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 pupils 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 pupils and their families;
- Ensure the learning experiences for pupils 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 pupil'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 – with particular reference to special educational needs and our VB specialisation;

- 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 pupils.

Other

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

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.



Headteacher 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 pupils they serve (A/I)
- Demonstrate optimistic personal behaviour, positive relationships and attributes towards their pupils 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 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 pupils and staff can thrive, setting standards and providing a role model for pupils 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 pupils 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 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)

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 pupil 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 pupils with a variety of SEND (preferably in an all age or secondary special or mainstream school). (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 strong 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 pupils. (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, pupil 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 pupils. (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 pupil 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, pupils and staff. (A/I)

Key:

A = Application

I = Interview

A/I = Application and interview