



THE COMPLETE  
EDUCATION SOLUTION

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

# DEPUTY HEADTEACHER

Candidate Pack



## WELCOME FROM THE CEO

Thank you for your interest in The Complete Education Solution (TCES). We are delighted that you are interested in working with us and making a positive impact on our pupils' lives.

At TCES, we know what makes an excellent school. We have extensive experience of delivering Therapeutic Education, to some of London and the Home Counties' most complex neurodiverse children and young people with Social, Emotional and Mental Health (SEMH) needs and/or Autistic Spectrum Condition (ASC), and associated conditions.

The education world is in a state of flux and we recognise that there will be many challenges ahead in delivering the provision of high-quality education, health and care to some of the most complex and vulnerable children and young people in society in an ever-changing world. At TCES we have an opportunity to support our pupils to succeed in a variety of ways and we need dedicated, passionate people who go the extra mile to make sure our pupils are enabled to overcome their barriers to learning and to be successful throughout their time with us. Our authentic commitment to inclusion means that in our 20-year history, working with over 3,000 pupils, we have never permanently excluded a single child or young person. Since 2019 we have also never excluded a pupil for a fixed period.

If our pupils leave a TCES school with a wide range of qualifications and accreditations based on their hard work and abilities, and can foster a positive sense of lifelong learning, then we can all feel a real sense of achievement. A significant part of our roles at TCES is that we must prepare our pupils for when they leave us to make and sustain long term appropriate relationships and to have an ability to manage in future groups at work, training or in further education.

TCES offers an innovative approach to re-engaging pupils through a five-part curriculum and a socio-educational model, which has at its forefront multi-agency partnerships and solutions for the diverse and complex needs of our pupils.

We are all privileged to be working with our pupils and to have the opportunity to make a significant contribution to their future life choices. We see our pupils as young leaders with enormous potential, and we welcome you to join an incredibly dedicated and talented team who ensure that we support this potential through to fruition.

As the Founder and CEO, I am as passionate and committed now as I was 21 years ago when I established TCES. I firmly believe our schools provide the best life chances for some of the most complex pupils in and around London and my team is as committed as I am. We have ambitious growth plans for the future so that we can support more of the most complex, neurodiverse, vulnerable children and young people across London. This academic year we have opened our first Primary focused service in Barking, and we have plans to open further schools in the Greater London area over the next 12 to 24 months.

If you share our vision, we look forward to hearing from you.

We hope this applicant pack will provide you with an introduction to TCES and our approach to Therapeutic Education, and support you to evidence effectively how your knowledge, skills and experience fit TCES and this role's person specification in particular.

A handwritten signature in black ink, reading 'Thomas Keaney'.

Thomas Keaney  
CEO



## OUR MISSION AND VALUES

We run independent schools for pupils with unique potential. Our highly skilled multi-disciplinary teams transform pupils' perception of their own skills, strengths, and abilities. We deliver an industry leading combination of education, health and care that takes each pupil on an individual journey that encourages a love of learning and long-term success.

Across TCES we strive to ensure that our schools are inclusive, thriving, socially and emotionally healthy communities, based around a strong set of values, where pupils can feel safe and secure. At the core of this is our belief that the key to increasing self-esteem and success lies within our pupils themselves.

TCES' Values are:

- Very high expectations
- Hard work
- Mutual respect and tolerance for all
- Authentic 'real' inclusion
- Genuine pupil and parent voice and participation
- A 'we never give up' philosophy

Everything that we do, along with each decision that we make, must be centred on the pupils learning and achievement as we seek to enable every pupil to meet and exceed their potential. We never give up on a pupil and we have never permanently excluded a pupil. We believe in every pupil's ability to succeed in our schools and Create service and our Socio-Educational Model ensures the very best of education and clinical input to make this vision a reality.

By creating positive opportunities and removing barriers to learning, we strive to enable our pupils to build on a platform for life-long learning and educational success.

For more information on how we accomplish this within our schools and services please follow the links below:

- [The TCES 5-part Curriculum](#)
- [The TCES LIFE Programme and Pupil Voice](#)
- [Quality Assurance](#)
- [Parent Voice](#)

## OUR SCHOOLS AND SERVICES

We provide a sector-leading therapeutic education, pupil leadership and LIFE curriculum across our two independent day schools (Newham and East Acton), rated by Ofsted as Good and Outstanding respectively. Our schools pride themselves on delivering a five-part curriculum together with a unique therapeutic model of Integrated, Systemic and Milieu Therapy (ISMT).

TCES Create Learning works with pupils who are extremely vulnerable or who are a high risk to other pupils. The service has a clear mission to provide intensive support initially as part of our 'step down' model. TCES Create Learning pupils have personal pathway plans to drive their integration and step-down into our independent schools and mainstream colleges. With two sites, Secondary (Newham) and Primary (Barking), we are able to tailor the environment more closely to the needs of our pupils, with Create Learning Primary focusing on a nurturing approach.

TCES Home Learning provides a full curriculum for children and young people who are unable to physically attend school for a variety of reasons, including severe anxiety and school phobia. This service provides either distance learning or a face-to-face tuition service according to the specific needs of the pupil.

For more information about each specific school and service, please follow the links below:

- [North West London Independent School](#)
- [East London Independent School](#)
- [TCES Create Learning Secondary](#)
- [TCES Create Learning Primary](#)
- [TCES Home Learning](#)



# JOB DESCRIPTION: DEPUTY HEADTEACHER

Reporting to:	Headteacher
Responsible for:	Teachers, Teaching Assistants
Salary:	£50,000-£55,000 per annum
Location:	East London Independent School, Newham
Contract and hours:	Permanent, Full-time

## Job Purpose

- Responsible for operational leadership, working with the Headteacher on the day-to-day management and development of the school.
- Take the lead on teaching and learning, pupil progress and other areas of development of the school.

## Main duties and responsibilities

### School Management

- Lead, alongside the Headteacher, continuous school improvement linked to the Self Evaluation Form and the School Development Plan based on rigorous self-evaluation and evidence.
- Lead regular staff meetings and training sessions.
- Deliver whole school curriculum, assessment policies and procedures.
- Model outstanding practice as a classroom practitioner and leader.
- Promote teamwork and trust throughout the school.
- Comply with the TCES Quality Assurance processes and procedures, particularly relating to the key responsibility of Teaching and Learning.

- Take a lead in ensuring the school timetable meets the TCES curriculum guarantee and incorporates the therapeutic and vocational curriculum.

### Teaching and Learning

- Support teaching staff in their day-to-day practice and professional development, role-modelling best practice in teaching including giving demonstration lessons.
- Take a lead in ensuring all pupils have an up-to-date and regularly reviewed Individual Education Plan (IEP).
- Provide support and direction to colleagues in delivering the TCES 5-Part Curriculum, its schemes of work, lesson plans, differentiated interventions for key skills and homework.
- Provide support and direction to colleagues to ensure they meet the requirements of the Assessment Policy.
- Monitor all teaching and learning, and produce and analyse attainment data for internal and external purposes with Local Authorities.
- Ensure that assessment outcomes are acted upon, especially in the management of effective interventions for pupils not achieving at appropriate rates.

# JOB DESCRIPTION: DEPUTY HEADTEACHER CONTINUED

- Monitor pupil progress across the school and provide regular written reports to the Headteacher.
- Be Lead Examinations Officer, registering the provision as a centre with agreed boards, ensuring that pupils are entered for exams they wish to take and appropriate access arrangements are applied for.
- Ensure all pupils have access to accreditations.
- Manage examination arrangements including special requirements, accreditations and appeals.
- Evaluate and distribute examination results.
- Teach small groups requiring intensive support.
- Undertake specific responsibility for the development of the post-16 curriculum, including set-up, monitoring and quality assurance.
- Utilise pupil premiums in a creative and cost-effective way.
- Undertake lesson observations and provide feedback as per the performance management system.
- Provide cover for absent colleagues as and when required.
- Work closely with the School Support Team, to provide high quality education, inclusion and clinical provision.

## Quality Assurance

- Take responsibility for improving pupil progress through regular monitoring and evaluation.
- Ensure that the provision is always prepared to pass an internal quality assurance or external Ofsted inspection.
- Utilise best practice to develop teaching and learning to meet an Outstanding level.

## Staff Training and Development

- Develop and implement staff training using a cascade model and utilising external trainers where appropriate.
- Assist the Headteacher in the implementation of the performance management system.
- Contribute to the supervisory meetings of all teaching staff.
- Supporting the Headteacher in addressing sub-standard professional practice through developing and delivering action plans.
- Monitor and assess staff performance against agreed standards and planning all staff development for teams and individuals.

- Ensure that all staff have access to advice, support and training appropriate to their needs.

## Safety and Wellbeing

- Maintain awareness of and commitment to the TCES Health and Safety policy and procedures.
- Ensure that all staff understand the requirement for risk assessments, and that relevant risk assessments are carried out and reviewed as required or when changes arise.

## Partnerships

- Promoting effective partnerships with parents/carers, Local Authorities, outside agencies and other educational establishments.
- Ensuring that there are regular opportunities for parents/carers to be given information about their children and any other matters in the provision.
- Ensure parent voice is promoted and there is a well embedded Parent Council.
- Work effectively with parents, carers and professionals to identify additional needs and provide support and adaptive resources where appropriate.

## Other

- Be expected to travel and meet with the Central Services teams in Wimbledon or across the group sites for meetings as required.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.





# PERSON SPECIFICATION: DEPUTY HEADTEACHER

## Education and qualifications

- Qualified Teacher Status (QTS/QTLS) with a minimum of five years teaching experience and a minimum of 2 years at leadership level.

## Knowledge and Experience

- Recent proven experience as an outstanding practitioner/teacher.
- Experience of managing young people with SEN, in particular SEMH/ASC.
- Working knowledge of the National Curriculum and Key Stage requirements.
- Principles and practice of quality assurance systems, including school self-evaluation and performance management.
- Proven experience of managing, motivating and developing staff teams.
- Knowledge of statutory framework for education and the legal framework that underpins management of a special school, including a working understanding of the SEN Code of Practice April 2015, the Education Inspection Framework, ISS regulations and Keeping Children Safe in Education.
- Experience of managing a budget (D).

## Skills and Ability

- Interpreting quantitative and qualitative data.
- Raising outcomes for pupils with neuro-diverse needs whilst promoting a culture of inclusion.
- Excellent verbal and written communication with experience of writing effective reports for a range of audiences.
- Solution focused with the ability to lead, influence and manage change, acting decisively and consistently.
- Proactive, innovative and versatile with a high level of drive, resilience, and a sense of perspective.
- Ability to offer a calm and effective response to young people with SEMH and/or ASC.

## Other

- Commitment to leading on safeguarding and promoting the welfare of children and young people.
- Able to promote and celebrate diversity and equal opportunities.
- Commitment to TCES Values.

**D = Desirable**



## How to apply:

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our retained consultant at **Academicis: Richard Lucas: [rlucas@academicis.co.uk](mailto:rlucas@academicis.co.uk) – 01223 907979/07909 905392.**

Please complete the application form and supporting statement within, where you should set out the relevant experience, skills and competencies that you will bring to the role – this should be no more than 3 sides of A4.

Please email your application to: **Richard Lucas:** at **Academicis: [rlucas@academicis.co.uk](mailto:rlucas@academicis.co.uk)**

Closing date: **Thursday 14th October 2021**

Shortlisting date: **Friday 15th October 2021**

Interview date: **w/c Monday 18th October 2021**

*TCES is committed to safeguarding vulnerable children and safeguarding is the responsibility of us all.*



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