



Clarendon School

**Deputy Headteacher (Head of Centre, Clarendon School Secondary Centre)  
Clarendon School**

**Start Date: 1st January 2023**

**Contract: Full time and permanent**

**Salary: Leadership Scale L16-L20**

Clarendon is a special school for pupils with moderate learning difficulties, many of whom have additional complex needs (including Autism). There are places for around 140 young people (50 Primary and 90 Secondary), usually in classes around 12. Our schools moved into new premises in 2018, with the new Secondary Centre (co-located with a mainstream secondary school and another special school) in central Twickenham. Our Primary Centre is located in Hampton. Clarendon has been rated Outstanding by Ofsted in 2014 and 2019.

Following the retirement of the previous post holder, we are looking to appoint a Deputy Headteacher, who will be responsible for the day to day running, management and leadership of our Secondary Centre. The successful candidate will join an established senior leadership team across the school under the direction of our Executive Headteacher.

The successful candidate will be expected to lead by example and maintain our outstanding provision. They will lead and manage our large staff team of teachers and supporting staff. They will manage and chair annual review meetings for our secondary pupils, liaise with visiting professionals and therapists, and maintain strong relationships with our parents.

You will need to be organised, dynamic, collaborative and inclusive, with a relentless focus on achieving the best outcomes for our pupils. You will use your initiative to inspire, motivate and encourage our community. We will give you the opportunity and support to provide successful strategic and creative leadership to shape and influence the outcomes for an exceptional group of pupils in a happy, welcoming innovative school.

This post is particularly suitable for candidates who aspire to Headship.

To apply for this post, please complete our application form. In your letter of application please show us how you meet the criteria on the person specification and will impact Clarendon School.

**Candidates are welcome to visit our secondary centre, to book an appointment please contact 0203 146 1441.**

Clarendon School is part of The Auriga Academy Trust which is a small local specialist academy chain. The Trust and its three constituent special schools work in a close and supportive partnership, with each school maintaining its unique identity and ethos. All Trust schools are in the London Borough of Richmond upon Thames, South West London which has excellent public transport links. Further details about the Trust can be found on the Auriga Academy Trust website [www.aurigaacademytrust.org.uk](http://www.aurigaacademytrust.org.uk)

**Closing date for applications: 09:00am 30th September 2022**

**Interviews: WC 10th October 2022**

*Clarendon School and The Auriga Academy Trust are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All posts will be subject to an enhanced DBS check.*

## Job Description

### Deputy Headteacher

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<b>Location:</b>	<b>Clarendon School (Secondary Centre)</b>
<b>Post title:</b>	<b>Deputy Head Teacher (Head of Centre)</b>
<b>Contract:</b>	<b>Full time permanent contract</b>
<b>Grade:</b>	<b>Leadership Scale 16-20</b>
<b>Reports to:</b>	<b>Head Teacher</b>

The Head of Centre will work with the Headteacher, the Head of Centres from the other clarendon sites, senior leaders, staff, parents/carers, visiting professionals, therapists, governors, Trustees and local Children's Services, as appropriate, to maintain and improve provision and outcomes for pupils across the school including the delivery of a curriculum appropriate to the needs of the pupils at Clarendon.

The Head of Centre will ultimately have overall responsibility and accountability within the *Clarendon Secondary Centre* (Twickenham) for the organisation, day-to-day management and conduct of the school.

#### **1 Strategic direction and development of Clarendon School.**

- 1.1 Work closely with the Headteacher in developing the strategic view for the school and its communities and in formulating the school improvement plan and school self-evaluation. Work with and through the respective senior leaders and governors in order to effect sustainable school improvement and efficient management of school resources which rapidly secures highly effective teaching, learning and achievement by pupils;
- 1.2 Contribute to strategic planning for the school's future needs and further develop and monitor the plans already in place;
- 1.3 Liaise with our partner schools to create, promote, evaluate and develop inclusive teaching and learning opportunities for pupils and staff from both schools and further develop positive relationships between Clarendon and existing/new partner schools;
- 1.4 Provide information, objective advice and support to the Headteacher to secure effective teaching and learning, improved standards of achievement, efficiency and value for money are met;
- 1.5 Work closely with the Headteacher, Governors, Trustees and School Business Manager in strategic planning, budget preparation and monitoring, and effective budget management;



- 1.6 Monitor, evaluate and review the impact of school policies, priorities and targets, taking or advising action when necessary;
- 1.7 Contribute to the Self-Review Document for the school, ensuring that it is accessible to a range of audiences (enabling them to play their part effectively), is data-informed and clearly demonstrates the impact of the provision on outcomes for the students;
- 1.8 Ensure that pupils and parents are well-informed about the curriculum, attainment and progress and about the contribution they can make to achieve school targets for improvement;

## **2 Teaching and learning**

- 2.1 Take a whole school responsibility for developing and promoting teaching and learning for pupils with specific SEND (e.g. ASD/SLD/PMLD/SCLN);
- 2.2 Provide leadership to facilitate cross-school working to enhance pupil outcomes;
- 2.3 Promote, develop and ensure high quality delivery of a curriculum appropriate to the needs of the pupils at Clarendon. Determine, organise and implement its' assessment, monitoring and evaluation in order to identify and act on areas for improvement;
- 2.4 Create and maintain an effective partnership with parents/carers to support and improve pupils' achievement and personal development;
- 2.5 Work with the Headteacher to create and maintain environments which promote and secure good teaching, effective learning, high standards of achievement and good behaviour for learning throughout school;
- 2.6 Where required, undertake a teaching commitment providing a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement;

## **3 Leading and managing staff**

- 3.1 Create and develop an ethos and culture in which all staff recognise that they contribute to and are accountable for the success of the school including improving the quality of education provided and standards achieved and ensuring that constructive working relationships are formed and maintained;
- 3.2 Plan, allocate, support and evaluate work undertaken by individuals, groups and teams, ensuring that there is clear delegation of tasks and devolution of responsibilities;
- 3.3 In collaboration with the other Heads of Centre, manage and monitor the use of staff and resources effectively and efficiently;
- 3.4 In collaboration with other school staff, ensure that our pastoral and behavioural policies are followed, supporting staff and pupils and contributing to ensuring a positive environment for learning;



- 3.5 Assist the Headteacher in monitoring and supporting the work of the staff team to identify individual and institutional staff training needs and requirements and the sharing of expertise ensuring the implementation of statutory and local frameworks for staff appraisal;
- 3.6 Motivate and enable teachers, including senior leaders, the extended leadership team, curriculum leaders and support staff to develop expertise in their respective roles through high-quality continuing professional development;
- 3.7 Work with the Headteacher to ensure strong succession-planning, including a commitment to grow future leaders;
- 3.8 Sustain motivation of self and other staff;
- 3.9 Ensure that professional duties are fulfilled, as specified in the most recent Terms and Conditions of Service of Teachers, in line with teaching standards (2012);

#### **4 Community**

- 4.1 Be the main contact person with the relevant Partner School(s) that Clarendon is co-located with. Liaise with the named contact to develop and further the partnership working and inclusion activities and opportunities for the benefit of the pupils and staff from all schools;
- 4.2 With the Headteacher work collaboratively with Therapy and other Health colleagues to maximise their input and impact with pupils and to contribute to service specifications and reviews for commissioners;
- 4.3 Develop and lead Outreach CPD and support for staff and schools across the community;
- 4.4 Work with the Headteacher to develop a school culture which continues to promote equality and diversity and reflects its wider community;
- 4.5 Facilitate the access for parents and carers, partner organisations, community groups, businesses or other organisations into the schools to enrich the academic, spiritual, moral, social, emotional and cultural wellbeing of the pupils and their families;
- 4.6 Co-operate and work with relevant agencies to protect children. Liaise with the Designated Lead Professional for Safeguarding for Clarendon, keep up-to-date with relevant legislation and guidance and monitor and advise the Headteacher on issues relating to pupil safeguarding and wellbeing following the child protection procedures adopted by the school, and act as deputy DSL on the secondary site;
- 4.7 Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- 4.8 Work in partnership with the GB, attending meetings of the Clarendon/Partner Schools' Governing Bodies and Committees as directed;

**General:**



Clarendon School

- To undertake, as necessary, the full range of professional duties of the Headteacher in the event of their absence;
- Undertake any professional duty of the Headteacher which may be delegated;
- The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.



**Executive Headteacher**  
**John Kipps**

info@clarendon.richmond.sch.uk

### **Person Specification for Head of Centre (Deputy Head) Clarendon School**

<b>Location:</b>	<b>Clarendon School Secondary Centre</b>
<b>Post title:</b>	<b>Deputy Head Teacher (Head of Centre)</b>
<b>Contract:</b>	<b>Full time permanent contract</b>
<b>Grade:</b>	<b>Leadership Scale 16-20</b>

#### **Educational Qualifications and Training:**

<b>Essential</b>	<b>Desirable</b>
<ol style="list-style-type: none"> <li>1) Qualified Teacher Status</li> <li>2) teaching experience of at least 5 years, including within a special school and across more than one key stage, including secondary aged pupils;</li> <li>3) evidence of participation in recent Continuing Professional Development including developing own practice;</li> <li>4) School Leadership Team experience;</li> <li>5) commitment to undertaking NPQH within two years of commencing (if not already awarded);</li> </ol>	<ul style="list-style-type: none"> <li>• further Post Graduate study in an area of SEND;</li> <li>• further Leadership qualification or experience;</li> <li>• positive behaviour support training (e.g. Team Teach);</li> <li>• training in delivery of specific teaching and learning strategies e.g. TEACCH, PECS etc.;</li> </ul>

#### **Skills and Abilities:**

<b>Essential</b>	<b>Desirable</b>
<p>Have the ability to:</p> <ol style="list-style-type: none"> <li>6) generate and share a vision to inspire lead, motivate and support pupils, staff and families;</li> <li>7) determine priorities, manage time effectively and meet all deadlines;</li> <li>8) manage staff, provide effective leadership and encourage positive working relationships including playing a role in further developing effective teams;</li> <li>9) support the Headteacher in creating, developing and reviewing school development plans and targets;</li> <li>10) analyse and interpret pupil / school performance data;</li> <li>11) communicate effectively at all levels;</li> <li>12) monitor and evaluate provision in an area of learning and to support other staff in doing so;</li> <li>13) positively influence the quality of teaching and learning including leading and evaluating Continuing Professional Development;</li> </ol>	<ul style="list-style-type: none"> <li>• evidence of successful school improvement planning, delivery and evaluation;</li> <li>• training and experience in Coaching and Mentoring;</li> <li>• use of achievement databases e.g. CASPA;</li> <li>• SEND Inspection Skills Training</li> </ul>



<p>14) identify outstanding practice and nurture talent throughout school;</p> <p>15) demonstrate consistently good or outstanding innovative classroom practice;</p> <p>16) use ICT as a tool in teaching and learning and in administration;</p> <p>17) develop appropriate links with parents and the wider community (e.g. external agencies including health professionals);</p> <p>18) work effectively with the local special, secondary and primary schools and resource provisions;</p> <p>19) maintain records and manage information related to areas of responsibility so that the school is able to account for all aspects of performance to governors, LA and others;</p> <p>20) secure staff accountability;</p>	
<p><b>Experience, Knowledge and Understanding of:</b></p>	
<p><b>Essential</b></p>	<p><b>Desirable</b></p>
<p>21) leading and managing change effectively including resolving conflict;</p> <p>22) monitoring the quality of teaching, learning and pupil achievement including providing constructive feedback and support to teachers and other staff;</p> <p>23) working collaboratively within a multi-professional team for benefit of pupils and families;</p> <p>24) being involved in the formulation, modification and evaluation of an area of learning to meet the needs of pupils with SEND;</p> <p>25) being involved in the implementation of whole school initiatives including budget and resource management;</p> <p>26) an understanding of the whole curriculum for pupils aged 4-19 with SLD, PMLD and ASD;</p> <p>27) experience supporting pupils with significantly challenging behaviours, and knowledge of positive interventions and strategies to help pupils manage and prevent challenging behaviour;</p> <p>28) an understanding of and commitment to promoting the role played by parents in raising standards and the importance of working with parents and other members of the wider school community;</p> <p>29) knowledge of national, local and research initiatives relating to SEND;</p>	<ul style="list-style-type: none"> <li>• experience of leading inclusive learning, collaborating with mainstream primary and/or secondary schools;</li> <li>• experience of teaching in a mainstream context;</li> <li>• experience of successfully negotiating with professionals from a variety of agencies to enhance provision within school;</li> <li>• leading Performance Management for a range of school staff including those in admin posts;</li> <li>• understanding of budget/financial management within special school setting;</li> </ul>
<p><b>Safeguarding:</b></p>	



Essential	Desirable
<p>30) up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people;</p> <p>31) Clarendon School is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post holder will be required to adhere to the school's safeguarding procedures and policies and be seen to actively promote Clarendon safeguarding systems among staff under their line management;</p>	<ul style="list-style-type: none"><li>• experience as a Designated Person for Child Protection and/or Looked After Children</li><li>• LSCB Level 2/3 Safeguarding Training</li><li>• successful completion of Safer Recruitment training;</li></ul>