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**Riverside Community Special School www.riverside.haringey.sch.uk**

*‘Learning to Live Life to the Full’* **email:** admin@riverside.haringey.sch.uk

**Headteacher: Martin Doyle**

 Wood Green ILC

 White Hart Lane, London, N22 5Q

 020 8889 7814

**DEPUTY HEADTEACHER**

***Please note that the closing date for this advertisement has been extended as a result of a Governors’ decision to raise the salary range from L16-L20 to L17-L21***

**Salary L17-21 (£70,552-£77,011) Inner London pay scale**

**Contract Full-time / Permanent**

**Start 1 September, 2021**

**About Riverside**

We are a successful oversubscribed secondary special school in the borough of Haringey in North London. We are always mindful that we need to deliver positive outcomes for all, according to our motto: ‘Learning to Live Life to the Full’. We aim to nurture and develop happy and fulfilled students whilst ensuring that they have the highest possible levels of independence before they move on to post-16/post-19 education and later adult life.

The school is located on the same site as Woodside High School which enables a range of inclusive activities to take place between the schools.

In addition to visiting our website, please click on this [link](https://www.riverside.haringey.sch.uk/docs/School_Offer__latest_update_10_10_19_.pdf) for our Offer which summarises key features of our provision.

**The post**

This post has become vacant following the retirement of one of our two deputies after eight years at the school. We aim to appoint an innovative, committed and talented deputy to work closely with the headteacher and substantive deputy in jointly leading the school forward on our journey of continuing improvement from a strong base. The successful applicant will join a collaborative, forward-thinking and successful community of teachers, support staff and governors committed to achieving the best outcomes for our students.

**Organisation of the school**

We provide 140 student places, (148 from September, 2021), in school years 7-14 across 5 teams for students with a wide range of general, moderate, complex, severe and profound and multiple learning difficulties. From year to year approximately two-thirds of the school’s population have a diagnosis of autism.

Each team consists of 3-5 classes, organised according to common levels of independence, communication styles and level of learning needs, divided by key stage rather than year group:

Team 1: MLD (11-16, KS3/4) Progress 8+, formal curriculum

Team 2: SLD (11-16, KS3/4) Progress 8+/8, adapted curriculum

Team 3: SLD (11-16, KS3/4) Sensory Progress 8

Team 4: PMLD (11-19, KS3/4/5) Developmental 8

Team 5: MLD/SLD (16-19, KS5) Specialised multi-dimensional curriculum

Classteachersdeliver English, maths, science, PSHEE, (and accredited courses in KS4). Specialist teachers deliver art, music, PE, and food technology, (also computing with the Progress 8+ classes).

**Our achievements**

The school’s achievements are recognised through a range of awards including the Artsmark Award, (accredited by Arts Council England), 2018 and the National Association of Advisors for Computers in Education Third Millennium Award, 2017.

The school was reaccredited with the National Autistic society (NAS) Certificate of Quality Autism Provision in November 2020:

*‘All autistic students are treated with dignity, status and respect and are provided with meaningful positive feedback to boost confidence and self-esteem.’*

*‘The school has access to a wide range of communication methods, and approaches, which are adapted to the needs and ability of each child and have made a real difference in giving students opportunities and a purpose to communicate and socially interact’.*

*‘In all observations, staff were seen to work with autistic students to understand and regulate their emotions at an appropriate and bespoke level’. ‘The school has a good therapeutic offer and works closely with therapists and families to support students with acute and long-term issues’.*

We are a Challenge Partners school and our 2019 Quality Audit Review gave us an estimated Ofsted grade of ‘Outstanding’*:*

*‘Across all the teams teaching and learning is characterised by very positive relationships between students and staff, leading to many outstanding lessons and robust progress in all.’ ‘Behaviour for learning is outstanding, with high levels of engagement from students.’*

‘*The school is outward-facing and actively seeks partnerships with those looking to enhance the life chances of its students. Current partnerships include local businesses, schools and charities where students attend work experience placements. The link with a Slovenian special school enables students to go on residential trips alongside trips in the UK. Other partnerships include after-school and holiday clubs and close links with Tottenham Hotspur Football Club and the National Theatre.’*

**What we can offer**

Becoming a deputy headteacher at Riverside means joining a busy, vibrant and caring community, working closely with a loyal, supportive and experienced headteacher, deputy, senior management team and board of governors, teachers and support staff, all determined to achieve positive outcomes for our students. We provide excellent CPD opportunities.

The school is surrounded by green spaces, and there is free on-site staff parking and excellent transport links for buses, and underground and overground trains. Please take a look at our website for full details about our school.

**Interested applicants (*previous applicants need not apply*)**

***Closing date for receipt of completed applications: Midday, Wednesday 19 May***

***Shortlisting: Friday 21 May***

***Interviews: Tuesday 25 May or Wednesday 26 May***

***Visits: Interested applicants are encouraged to visit the school by individual appointment (week of Tuesday 4 May – Friday 14 May), Appointments can be made through contacting Angela Johnney via email: angelaj@riverside.haringey.sch.uk***

*We are keen to enhance the diversity of our senior management team, and welcome applications from all parts of the community, and from applicants from both special and mainstream backgrounds.*