



Clarendon School

Headteacher Recruitment Pack



START DATE: SEPTEMBER 2023

Clarendon School

<https://www.clarendon.richmond.sch.uk/>

The Auriga Academy Trust

THE Auriga
Academy TRUST

About Clarendon



Clarendon is an Ofsted Outstanding specialist academy for 160 pupils aged 4-16 with moderate and complex learning difficulties. Our unique and friendly school has three sites within the borough of Richmond upon Thames, all self-contained but co-located with inclusive minded mainstream schools. Our Primary and Secondary centres opened in new or newly refurbished buildings 5 years ago, giving us excellent purpose built facilities, and further expansion on a fourth site is planned to ensure that we can meet the increasing need for specialist places locally.

Clarendon is part of the Auriga Academy Trust, consisting of the three special schools within the borough.



Chief Executive Introduction

The Auriga Academy Trust was created in 2016 by the two special schools in Richmond Upon Thames in order to meet the increased need for special schools in the area. Clarendon and Strathmore Schools along with Gateway Centre have a history of excellent practice and innovation and both have recently moved into purpose built facilities co-located with inclusive minded mainstream primary and secondary schools. These facilities further enlarged our capacities, meeting local need. Capella House was proposed by the Trust as a new Free School, and opened its Secondary provision in September 2019 and Primary provision in September 2021.

The aim of the Trust is, in collaboration with local Childrens' Services, to offer an outstanding provision for all children with special educational needs in the area – challenging and preparing them for the next steps in their learning and aspiring for all our learners to be active contributors within their communities.

Whilst all schools in the Trust retain their unique character, reflecting the different needs of the children and young people who attend those schools and centres, we are committed to learning with and from each other and have posts of responsibility across the schools – exploiting opportunities to share expertise and research for the benefit of all. An annual Joint INSET Day for all staff is an opportunity to further collaborate and plan for joint activities throughout the year. We are also developing our expertise in outreach to support learners in neighbouring mainstream schools.

The immediate future of Clarendon School is an exciting one and this is a truly rare leadership opportunity: preparing to open a brand new all through campus, developing an even more bespoke curriculum and the opportunity to work closely with colleagues in special and mainstream schools, further increasing pupil numbers as the school grow

In return for providing inspired professional leadership, you will receive central support plus encouragement and guidance to develop your own career and skills within a successful, locally focussed multi-academy trust intent on collaborating for success.

I look forward to meeting you in person or online to discuss how you might contribute to our continuing development.



Ivan Pryce
CEO
Auriga Academy Trust

The Role

Salary Range: L28-L32 Outer London

Contract: Full-time permanent

What we need:

You will provide inspiring professional leadership, be responsible for the day to day efficient management and lead Clarendon to provide an excellent education with only the best outcomes for pupils. The head will act as the public face and advocate for the school, representing effectively in Clarendon's best interest and those of the pupils by connecting and co-operating with the services and schools in the trust.

You need to be confident, committed, considerate, collaborative and inclusive minded. You will inspire, motivate, support and encourage pupils, families and staff from across our community.

Visits to the school are highly welcome along with a discussion with the CEO.

Please contact Ivan Pryce: 0203 146 1441 or email ipryce@aurigaacademytrust.org.uk to make an appointment.



What we can offer:

We can give you the support and opportunity to provide successful, strategic and creative leadership to shape and influence the outcomes for an exceptional group of pupils in a happy growing school.

- Cycle to work scheme
- Excellent pension contributions
- Kew Gardens membership
- Corporate eye care
- Occupational health and employee assistance Programme
- Support with professional development
- Onsite parking

We need a new Headteacher to lead us into the future!



TO APPLY: Use the form attached and return it to HR: HR@aurigaacademytrust.org.uk

KEY DATES:

Application closing: 9am 6th February 2023

Interview Dates: 24th & 25th February 2023



Clarendon school is committed to the safeguarding and welfare of its pupils and expects all staff to share this commitment. All posts are subject to an Enhanced Disclosure Check from the Disclosure Barring Service.

Clarendon School Headteacher Job Description

Pay Scale:	Leadership scale (Outer London), range L28-L32 (increasing to L35 on full expansion)
Contract:	Full Time, Permanent
Accountable to:	CEO, the Auriga Academy Trust Board and Local Governing Body
Locations:	Primary: Buckingham Road, Hampton, TW12 3LT Secondary: The Richmond Education and Enterprise Campus, Egerton Road, Twickenham, TW2 7SL Gateway: Twickenham School, Percy Road, Twickenham, TW2 6JW New Proposed Campus: Ham, Richmond
Core Purpose of the Job	
<p>Clarendon School is part of the Auriga Academy Trust, which also includes Capella House School, the Gateway Centre and Strathmore School.</p> <p>The Head of Clarendon School will be accountable to the Auriga Academy Trust CEO, Trust Board and Local Governing Body</p> <p>The Head of Clarendon School will:</p> <ul style="list-style-type: none"> • have responsibility for ensuring the highest possible standards of education through the delivery of a personalised and highly effective curriculum, the promotion of high-quality teaching and learning, the provision of outstanding care and support for learners, and a rich extra-curricular programme all of which lead to pupils from all backgrounds being prepared for their next phase of education and life • provide inspiring professional leadership and be responsible for the day-to-day efficient management of Clarendon School and Gateway Centre across all sites, thus ensuring a high-quality education for all the pupils on roll. • act as the public face and main advocate of the school to effectively represent its interests and those of the learners. • lead Clarendon to develop and broaden its expertise and excellence in meeting the needs of children with moderate and complex learning difficulties • create, develop, lead and support the leadership team spread over multiple sites to work and collaborate as a single school leadership • support the CEO, Auriga Academy Trust and Local Governing Body to develop the outstanding provision at Clarendon School and build on the existing successes of the Trust. • ensure that effective strategies, systems and support are in place to ensure the safeguarding of children and young people in the school. • address and meet the Headteacher Standards 2020. • carry out their 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. 	
Liaison with:	
<p>The post-holder will be expected to:</p> <ul style="list-style-type: none"> • work closely with the CEO, ensuring they are kept informed, providing them with the timely information they require and request. • network and liaise with the other Head Teachers and Heads of School, AAT staff, Teaching and Associate staff, external and community agencies, pupils, parents and 	

governors to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching.

Key Responsibilities

Strategy and Direction

- working within the Trust, nurture and develop the school culture that celebrates the rich and diverse communities served by the school and of the global community.
- support the CEO, Trustees and Governors in ensuring the vision of the Auriga Academy Trust is clearly articulated, shared, understood and owned by all stakeholders.
- working with the CEO and Auriga Academy Trust partners to create and sustain the trust-wide ethos whilst developing and celebrating the individual identity of Clarendon School
- in partnership with the CEO, develop a 5-year strategic plan and annual School Development Plan for Clarendon School, which is based on effective self-review and takes into account the vision of the Trust, local, regional and national priorities and ensures sustained school improvement.
- in partnership with the CEO, oversee the development and implementation of a marketing strategy to ensure that Clarendon School continues to be known, valued and understood within the parental and wider SEND community.
- assist the CEO, Trustees and Governors, in opening of a new Clarendon School, Ham Campus, and the school's expansion on the new site until full, in line with DfE, ESFA and Trust agreements.
- undertake any relevant professional duties delegated by the CEO

Leading Learning and Teaching

- establish very high expectations of pupil achievement and ensure that these expectations are met, effectively using a broad range of assessment methods to monitor the progress of every learner.
- in partnership with the CEO and other Heads, develop the effective use of moderation both internally and with external partners to ensure that judgements are robust.
- ensure a diverse and inclusive curriculum is in place which (while following statutory guidance) is responsive to the needs of individual pupils and changing pupil cohorts.
- ensure that the provision of therapy (particularly Speech, Language and Communication Therapy and Occupational Therapy) is effective in meeting the needs of all pupils.
- monitor and implement policies which ensure outstanding practice and are understood and implemented by all stakeholders.
- assess, monitor, evaluate and report on the quality of planning, teaching and of learning outcomes, identifying obstacles and promoting improvement strategies as necessary.
- where required undertake a teaching commitment

Staff Management and Development

- act as a mentor and line manager to senior staff, supporting them in their roles through the provision of advice and guidance, developing their leadership skills and addressing succession planning
- coach, mentor and motivate staff to build constructive working relationships, a culture of commitment and aspiration and an expectation of high standards
- work with the CEO and Leadership team to recruit and retain a high-quality staff team.

- ensure the rigorous and effective implementation of the Trust's systems of quality assurance, appraisal and professional development, including challenging underperformance and staff absence where necessary.

Managing The Organisation

- fulfil all statutory duties, in relation to the curriculum, safeguarding and child protection, ensuring compliance with all relevant legislation.
- ensure the effective deployment of staff and resources across both sites and, where appropriate, within the Trust.
- support consistent approaches to maintaining and improving levels of good behaviour including supporting those pupils who requires significant support to self-regulate.
- Assist the CEO & FD in ensuring budgets are effectively managed and that the school delivers value for money, monitoring its effectiveness and ensuring compliance with regulations.
- manage organisational change effectively.
- be responsible for improvement of the school – ensuring action plans are in place and monitored rigorously.
- ensure all pupil documentation, including EHCP annual reports, reviews and plans are of a high quality, are consistent with Trust expectations and meet statutory frameworks
- ensure a consistent approach to maintaining and improving levels of attendance.
- ensure the day-to-day management structures, systems and processes work effectively in line with key priorities.
- work collaboratively with the CEO, Headship 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.

Accountability

- be accountable to the CEO for the clearly defined and agreed responsibilities/ accountabilities relating to the day-to-day leadership and management of the school as delegated by the CEO.
- play a key role in designing and maintaining a self-evaluation framework which clearly identifies strengths and areas for development (including the use of relevant and meaningful data), in order to inform the school improvement agenda and maintain high standards.
- ensure that all staff read, agree and sign the Trust Code of Conduct, and that individual staff's accountabilities to the Head of School are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- present timely, coherent and accurate accounts of the school's performance to a range of audiences including the Auriga Academy Trust, Governors, parents and carers and the local community.

Community

- collaborate effectively with other agencies and community organisations to provide for the academic, health, social, emotional, spiritual, moral and cultural well-being of children and their families.
- develop and maintain effective partnerships with other organisations, including those within the Trust, co-located schools, other local schools, Achieving for Children and other local authorities.

- promote and model good relationships with parents/carers which are based on partnership to support and improve children's achievement and promote parenting skills generally.

Head of Clarendon School Person Specification

A Application **I** Interview **R** References

Qualifications & Training			
1.	Qualified Teacher Status	A	E
2.	Further recent relevant professional or academic study	A, I	E
3.	Training in delivery of specific strategies that support pupils to learn at Clarendon, e.g. Word Aware, TEACCH, Sulp, SCERTS etc.	A, I	D
4.	Commitment to addressing own professional development at an appropriate level (e.g. NPQH, MEd);	A, I	E

Experience, Knowledge & Understanding			
5.	Substantial recent experience of Leadership in a special school or SEND setting.	A, I, R	E
6.	Experience of working in a growing school	A, I	D
7.	Experience of working in a Multi Academy Trust	A, I, R	D
8.	Experience of hosting Ofsted inspection as member of a SLT	AIR	E
9.	Substantial recent experience of working with pupils of all age ranges 4-16 with learning difficulties and autism, and a sound knowledge of expected child development	A, I, R	E
10.	Experience of working with non-verbal learners and those who use augmentative means of communication including Makaton	A, I, R	E
11.	Experience of working effectively with therapists and other professionals to address pupils needs.	A, I, R	E
12.	Recent experience as Designated Safeguarding Lead	A, I, R	D
13.	An understanding of the whole curriculum that meets the needs and aspirations of pupils aged 4-16 with Moderate Learning Difficulties and complex needs including those with Autism.	A, I, R	E
14.	Experience supporting pupils with challenging behaviours, and knowledge of positive interventions and strategies to help pupils manage and prevent behaviours that disrupt learning;	A, I, R	E
15.	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;	A, I, R	E
16.	Experience of following rigorous, fair and transparent procedures for managing the performance of all staff, including under-performance	A, I, R	E
17.	Experience of leading annual review meetings, ensuring outcomes are accurately recorded and contributing to the update of EHCPs	A, I, R	E
18.	Experience of leading and managing change effectively including resolving conflict and demonstrating personal resilience	A, I, R	E
19.	Training and experience in Coaching and Mentoring	A, I	D

20.	Experience of leading inclusive learning, collaborating with mainstream primary and/or secondary schools;	A, I	D
21.	Experience of developing effective relationships with fellow professionals and colleagues in other services to improve academic, health and social outcomes for all pupils	A, I, R	E

Skills and Abilities			
<i>Applicants will need to show their ability to....</i>			
22.	Inspire and lead by example, demonstrating positive relationships and attitudes with pupils, staff, parents, governors and/or Trustees and other partners to create and build effective teams	A, I, R	E
23.	Demonstrate excellent written and oral communication skills relevant to a range of audiences and including the effective use of technology	A, I	E
24.	Demonstrate a creative and innovative problem-solving approach, effectively focussing on finding solutions to issues	A, I, R	E
25.	By demanding ambitious standards for all, demonstrate an ability to overcome disadvantage and advance equality, providing support and challenge whilst instilling a strong sense of accountability in staff for the impact of their work on outcomes and holding them to account for their professional conduct and practice	A, I, R	E
26.	In consultation with the CEO and FD, manage the delegated School budget and resources effectively	A, I, R	E
27.	Demonstrate an understanding of the benefits of effective governance by enabling Governors and Trustees to fulfil their responsibilities, welcoming their involvement in school and providing information as requested, actively participating in Board and committee meetings and ensuring that the school is able to account for all aspects of performance	A, I	E
28.	Develop robust self-evaluation processes (including analysing and interpreting a wide range of pupil/school performance data) that enable areas for improvement to be clearly identified.	A, I	E
29.	In consultation with the CEO, develop, implement, monitor and review an evidence-based School Development Plan to ensure rapid and sustained improvement and that Trust and school priorities and objectives are met.	A, I, R	E