



The Michael Tippett School
Secondary school for young people aged 11 to 19 with complex needs

Deputy Headteacher Application Pack

May 2022

HERON ROAD, HERNE HILL, LONDON SE24 0HZ

www.tmts.me.uk





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May 2022

Dear Applicant

Thank you for your interest in the post of Deputy Headteacher at The Michael Tippett School (TMTS).

TMTS provides learning for young people with complex needs (SLD, PMLD, ASD) and has recently gone through a period of change, following November 2021's Ofsted report which required special measures. We are fortunate to currently have an experienced Interim Executive Headteacher in place who has brought the school back into a highly sustainable position, with pupils learning in classrooms taught by skilled SEN teachers supported by teaching assistants trained in complex and medical needs.

In September 2022 the school will convert into an Academy under the wing of the The London South East Academy Trust (LSEAT). We are therefore looking for a Deputy Headteacher who not only has leadership, senior management and teaching experience in special education but can also support the Headteacher in managing the changes inherent in Academy conversion.

The Governing Board has a number of new governors who have been brought into effect the changes necessary and support and advise the Interim Executive Headteacher. Though in post for a relatively short time, we are very pleased with the way in which the school has progressed and finances, learning and assessment and staff welfare have now been stabilised. The Board comprises people with a range of skills, occupations and backgrounds, who are able to provide an array of perspectives and insights to assist the development of the school. Governors have worked as a team to support the Interim Executive Headteacher and the staff in achieving their ultimate goal of enabling pupils to achieve their full potential.

This is an interesting time for the school and we are confident that the leadership and best practice shown by the Interim Executive Headteacher, Interim Head of School and staff will be maintained as TMTS moves into a new era. We are seeking a new Deputy Headteacher to play a leading part in achieving this. Your input will be key to ensuring our pupils receive the best possible education and acquire life skills within a safe and positive environment, and that their parents and carers receive all the support they need in caring for a child with complex needs.

I hope you will feel inspired by our work with young people with complex needs and by the opportunity to join us in this key role.

If you would like to discuss this opportunity informally, I will be happy to take your call on 07983 723313.

You are most welcome to visit our school. To arrange this please call 020 7326 5898.

Yours sincerely,

Judith Hare
Chair of Governors



School Building image © Tim Soar





The Michael Tippett School (TMTS) is a secondary school for young people with complex learning needs aged 11-19, providing a curriculum and comprehensive support for students with Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD). Many of our learners are also on the Autistic Spectrum, have sensory needs or are physically disabled.

The school was founded in 2001 and we moved into our current, award winning purpose-designed building in 2007. Our learning community comprises 70 pupils and a team of 50 staff in a variety of roles. We are supported by a number of visiting professionals from health, social service and specialist agencies. We work closely with parents, carers and the local community.

Vision

Our vision is for pupils to make best possible progress due to the personalised curriculum that is suited to their individual needs. Pupils will be able to access lessons as their communication needs will be met consistently. To achieve this, the curriculum has been reviewed and an informal, semi formal curriculum and formal curriculum have been introduced.

Resources

Specialist resources and facilities are available on-site. Facilities include a hydrotherapy pool, gym equipment, a sensory room, IT equipment including iPads, computers with specialist software packages, augmentative and alternative communication equipment and personalised communication and subject resources. Classroom furniture is adjustable and walls are acoustically treated to help effective communication.

Support

Pupils have a wide variety of high level support needs. These include health needs such as epilepsy or specific syndromes, communication needs and behavioural support needs. The majority of our pupils are pre-verbal or have very limited spoken language so since the Ofsted inspection in November 2021, there has been a strong drive to train all staff on the use of intensive interaction, autism and communication and communication dashboards.

Curriculum

In January 2022, a new curriculum based on Personal Learning Intention Maps (PLIMs) was introduced.

OFSTED
November 2021
All aspects of school life were evaluated as inadequate. At the time of the inspection, the substantive Executive Headteacher, the Head of School and the School Business Manager were not in school. An Assistant Headteacher was also away. An interim Executive Headteacher and interim Head of School were leading the school in their absence.
Since the inspection, there has been positive progress in all aspects.





Post title: Deputy Headteacher

Responsible to: Headteacher

Salary: L14 - L18

PURPOSE OF THE POST

- To support the Headteacher to deliver the highest possible educational standards in the school, and create an atmosphere and structure in which pupils feel valued and safe and staff have high expectations of them.
- To deputise for the Headteacher in her/his absence.
- To undertake the day to day delegated operational management of the school.



KEY RESPONSIBILITIES

- To ensure the effective management of teaching and learning throughout the school.
- To identify staff training needs so they all have an understanding of and meet the special educational needs of pupils.
- Ensure there is a continuous focus on pupil learning and progress, effectively all data and benchmarks to monitor pupil progress.
- Ensure a diverse and inclusive curriculum is in place which is responsive to the needs of individual pupils.
- Assess, monitor and evaluate the quality of planning, teaching, learning and progress, promoting improvement strategies where necessary.
- Ensure the effective deployment of staff to meet the needs of the pupils.
- To ensure high standards of behavior from all staff and volunteers in the school, supported by policies and procedures which promote positive engagement, self-esteem, self-discipline, independence and accountability.
- To develop, implement and maintain effective strategies to promote engagement of the whole school community. In particular to establish effective relationships with all parents/carers and promote their involvement in the pupils' learning and school activities.
- To contribute to regular and effective reporting to the Governing Body on school performance and improvement.
- To monitor the continuing professional development programme for all staff to ensure fair and equitable allocation of resources and targeted development activities which promote school development priorities.





	<i>ESSENTIAL</i>	<i>DESIRABLE</i>
Qualifications	<ul style="list-style-type: none"> ● Qualified Teacher Status. ● First degree or equivalent. ● Expertise in the needs of pupils with PMLD, SLD and ASD. 	<ul style="list-style-type: none"> ● Higher degree or post graduate SEN qualification. ● National Professional Qualification for Headship (NPQH). ● Additional qualifications in Special Educational Needs.
Experience	<ul style="list-style-type: none"> ● At least 5 years successful teaching in a special school or a mainstream school with a resource provision for pupils with PMLD, SLD and ASD. ● Leadership experience at the senior management level in a mainstream or special needs school. ● Experience of teaching young people with Special Educational Needs, including those with PMLD, SLD, ASD, within a mainstream or specialist setting. ● Experience of developing personalised curriculums for pupils with Special Educational Needs leading to positive academic, social and personal outcomes. ● Experience of contributing to school improvement and raising standards. ● Experience in taking a lead role in the assessment of pupils progress and the statutory assessment process, including Education, Health Care Plans and the annual review process. 	<ul style="list-style-type: none"> ● Experience of teaching in more than one key stage. ● Experience of working with and involving school governors.
Knowledge and Understanding	<ul style="list-style-type: none"> ● Knowledge of the SEND Code of Practice and statutory requirements for children with SEND. ● Knowledge and understanding of the National Curriculum at secondary school level and its application in special schools. ● Knowledge and understanding of how to use effective SEND approaches for a range of learning, physical and associated behavioural difficulties. ● A good understanding of the use of data in assessment, target setting and progress of pupils. ● Knowledge of strategies for developing effective teachers. ● A good understanding of school finance and budget management. ● Knowledge of assessing and managing risks to pupils including knowledge of safeguarding and safer recruitment procedures. ● Knowledge of school evaluation and how schools are evaluated against the Ofsted framework ● A sound knowledge of using ICT to support learning and teaching in the classroom. 	<ul style="list-style-type: none"> ● Expertise and knowledge of strategies that can be used to make the curriculum accessible for children with range of SEND, including augmentative and alternative communication systems. ● Knowledge of the statutory requirements of the Disability Discrimination Act.
Leadership Skills	<ul style="list-style-type: none"> ● Ability to lead and manage colleagues both individually and as a team. ● Evidence of an ability to delegate tasks and devolve responsibilities and monitor performance effectively. ● An ability to co-ordinate and motivate a team and manage change sensitively including conflict resolution. ● Ability to manage the school efficiently and effectively on a day-to-day basis 	
Decision Making skills	<ul style="list-style-type: none"> ● An ability to make professional, managerial and organisational decisions based on informed judgements. ● An ability to think creatively to anticipate and solve problems. 	
Communication Skills	<ul style="list-style-type: none"> ● Excellent communication and inter personal skills. ● An ability to communicate orally and in writing to a range of audiences in an effective manner. ● Ability to establish, develop and maintain good relationships. 	
Self-Management Skills	<ul style="list-style-type: none"> ● Ability to plan, prioritise and evaluate effectively. ● Be self-motivating and set personal goals. ● Ability to manage time effectively, work under pressure and meet deadlines. 	
School Ethos	<ul style="list-style-type: none"> ● Ability to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils. ● Demonstrate an ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development. 	
Personal Attributes	<ul style="list-style-type: none"> ● Be adaptable to changing circumstances and ideas. ● Willingness to seek advice and support if needed. ● Ability to motivate, inspire and challenge self and others. ● Approachable, fair and consistent. ● Positive and enthusiastic personality. 	



Please download the application form provided on the TES website or request a copy by email from SchoolsHr@lambeth.gov.uk

Please then return your completed form to SchoolsHr@lambeth.gov.uk

Closing date:

12 noon, Tuesday 17th May 2022

Shortlisting:

Wednesday 18th May 2022

Interviews:

Tuesday 24th and Wednesday 25th May 2022

Visits:

If you would like to arrange a visit please contact the school on 020 7326 5898.

Informal discussion:

If you would like to discuss this opportunity informally, please call our Chair of Governors, Judith Hare, on 07983 72331.

Your application will be treated in the strictest confidence and in line with our commitment to safeguarding and promoting the welfare of children.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and external agencies to share this commitment. Successful candidates will be asked to apply for an Enhanced Disclosure from the Disclosure & Barring Service. Further information about the disclosure can be found at www.gov.uk/dbs.



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