



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

Headteacher

Application Pack

May 2022



HERON ROAD, HERNE HILL, LONDON SE24 0HZ

www.tmts.me.uk





page 3

Letter from the Chair of Governors

page 4

Introducing TMTS

pages 5 & 6

Job Description

page 7

Person Specification

page 8

How to Apply



School Building image © Tim Soar





May 2022

Dear Applicant

Thank you for your interest in the post of 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 Headteacher who not only has substantial leadership /senior management experience in special education but can also embrace 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 Headteacher to take the lead in achieving this. We want you to ensure that 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.

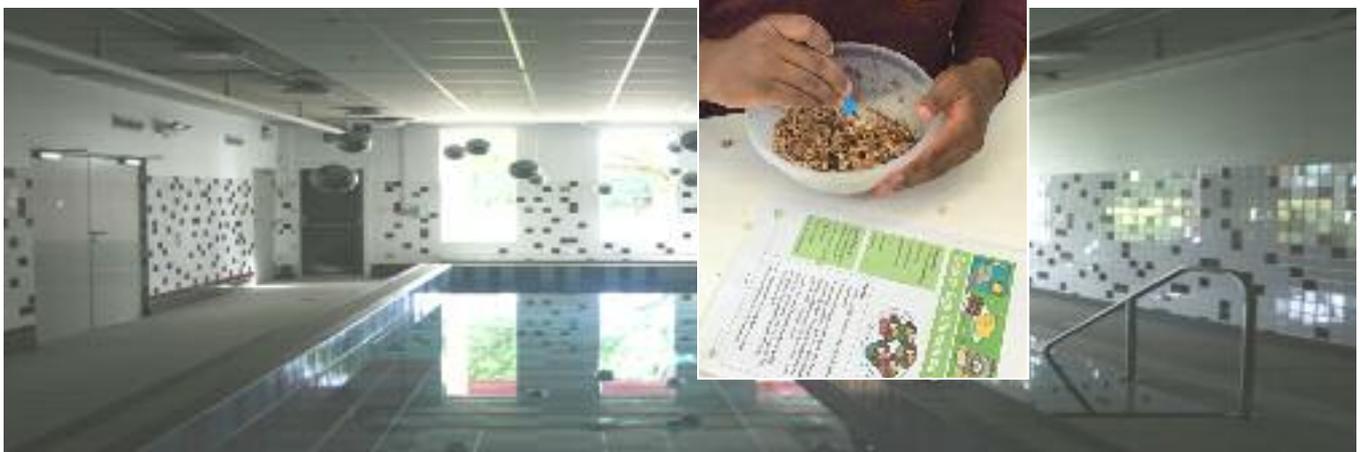
I hope you will feel inspired by our work with young people with complex needs and by the opportunity to join us in this key role.

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





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.





The job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers Pay & Conditions Document. Candidates will be expected to have considered these in relation to The Michael Tippett School.

AIM & PURPOSE

To provide professional leadership of the whole school community, securing high standards in all areas of the school's work through effectively managing its teaching and learning and by using personalised learning for all pupils to realise their potential.

To inspire and motivate students, staff and all other members of the school community to achieve the school's vision for core educational values, moral purpose and inclusiveness of all stakeholders' beliefs and values.

SUMMARY OF DUTIES & RESPONSIBILITIES

1. To work with the governing body to develop a strategic view for the school in its community and to analyse and plan for the school's future needs and further development of the school.
2. To work with the governing body to secure and sustain effective teaching and learning throughout the school; and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.
3. To lead, motivate, support, challenge and develop staff to secure continuous improvement.
4. To deploy people and resources efficiently and effectively in line with the school's strategic plan and financial context.
5. To be accountable for the efficiency and effectiveness of the school to the governors and others, including pupils, parents, staff, local organisations and the community.
6. To build a school culture and curriculum which takes account of the richness and diversity of the school's communities and maintains an effective partnership with parents, carers and the education system in general.
7. To take primary responsibility for equal opportunities, diversity and inclusion, safeguarding, health and safety and data protection at the school.

DETAILED DUTIES & RESPONSIBILITIES

1. Shaping the future

To work with the governing body to develop a strategic view for the school in its community and to analyse and plan for the school's future needs and further development of the school.

- 1.1 To work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- 1.2 To motivate and work with others to create a shared culture and positive climate which promotes excellence and high expectations.
- 1.3 To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and assist learning.
- 1.4 To ensure that strategic planning takes account of the diversity, values and experience of the pupils, staff, parents and the local community.

2. Leading teaching and learning

To work with the governing body to secure and sustain effective teaching and learning throughout the school; and to monitor and evaluate the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement.

- 2.1 To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- 2.2 To ensure that learning is at the centre of strategic planning and resource management in a safe and healthy school environment.
- 2.3 To establish creative, responsive and effective approaches to learning and teaching.
- 2.4 To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- 2.5 To demonstrate and articulate high expectations and set stretching targets for the whole school community.
- 2.6 To maintain strategies which secure high standards of behaviour and attendance.
- 2.7 To organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- 2.8 To monitor, evaluate and review classroom practice and promote improvement strategies.
- 2.9 To use data to identify under achievement and take appropriate action, ensuring that support and intervention tackles barriers to individual student learning and achievement.
- 2.10 To challenge underperformance at all levels and ensure effective corrective action and follow-up.

3. Developing self and working with others

To lead, motivate, support, challenge and develop staff to secure continuous improvement.

- 3.1 To treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- 3.2 To build a collaborative learning culture within the school and actively engage with other partners to build effective learning communities.
- 3.3 To develop and maintain effective strategies and procedures for staff professional development and performance review.
- 3.4 To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- 3.5 To acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- 3.6 To develop and maintain a culture of high expectations for self and for others.
- 3.7 To regularly review own practice, set personal targets and to take responsibility for own personal development.
- 3.8 To manage own workload and that of others to allow an appropriate work/life balance.
- 3.9 To participate in arrangements for headteacher performance management.
- 3.10 To reflect on personal contribution to school achievements and to take account of feedback from others.





4. Leading and managing the organisation

To deploy people and resources efficiently and effectively in line with the school's strategic plan and financial context.

- 4.1 To maintain an organisational structure which reflects the school's values, and enable the management systems, structures and processes to work effectively in line with legal requirements.
- 4.2 To produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- 4.3 To ensure that, policies and practices take account of national and local circumstances, policies and initiatives, including data, research and evaluation findings.
- 4.4 To manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- 4.5 To recruit, retain and appropriately deploy staff of the highest quality available and manage their workload to achieve the vision and goals of the school.
- 4.6 To undertake effective performance management processes with all who work in the school.
- 4.7 To ensure that the range, quality and use of all available management information and other resources are regularly monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

5. Accountability

To be accountable for the efficiency and effectiveness of the school to the governors and others, including pupils, parents, staff, local organisations and the community.

- 5.1 To fulfil commitments arising from contractual accountability to the governing body for the headteacher's functions and the business of the school.
- 5.2 To maintain and develop the school ethos which will enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outputs and outcomes.
- 5.3 To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- 5.4 To provide information, objective advice and support to the governing body which enables it to meet its responsibilities.
- 5.5 To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers, the local authority and OFSTED.

6. Strengthening community

To build a school culture and curriculum which takes account of the richness and diversity of the school's communities and maintains an effective partnership with parents, carers and the education system in general.

- 6.1 To create, promote and implement positive strategies for challenging all forms of prejudice and for dealing with harassment in a community special school setting.
- 6.2 To ensure learning experiences for pupils are linked into and integrated with the wider community.

- 6.3 To ensure a range of community-based learning experiences.
- 6.4 To collaborate with other agencies, bodies and organisations in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families.
- 6.5 To create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- 6.6 To seek opportunities to regularly involve parents and carers, community figures, volunteers, businesses and other organisations in the life of the school to enhance and enrich the school and its value within the wider community.
- 6.7 To contribute to the development of the wider education and learning system by, for example, sharing effective practice, working in partnership with other schools, presenting at conferences or training workshops, and promoting innovative initiatives.

7. Equal opportunities, diversity and inclusion

- 7.1 To take responsibility for combating all forms of discrimination, ensuring that all members of the community are equally valued and that the school promotes positive messages about people with disabilities.

8. Safeguarding

- 8.1 To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies, Keeping Children Safe in Education, the Local Authority and the Safeguarding Children's Board.
- 8.2 To actively co-operate and work with all relevant agencies, governors, parents and carers to protect children and their health and emotional wellbeing.

9. Health and safety

- 9.1 To work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.
- 9.2 To ensure compliance of procedures are observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.
- 9.3 To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.

10. Data protection

- 10.1 When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 1984 for the security, accuracy, and significance of personal data held on such systems.





A. Experience

1. Proven successful leadership and management experience in a special school setting catering for pupils with PMLD, SLD and ASD.
2. Proven experience of successfully delivering a curriculum to pupils with a wide range of individual and complex needs.
3. Proven experience of achieving excellent outcomes for pupils.

B. Qualifications

1. Qualified Teacher Status.
2. Has NPQH (except substantive Headteachers) or other relevant leadership qualification.
3. Evidence of recent and relevant in-service training and professional development relating to the needs of pupils with PMLD, SLD and ASD.
4. Graduate level qualifications except in exceptional circumstances.

C. Personal skills, qualities and competencies

1. Leadership, management and willingness to delegate to others.
2. High level of motivation to working with young people.
3. Adaptability to changing circumstances and open to new ideas.
4. Flexibility of thinking and approach.
5. Energy, determination and perseverance.
6. Effective collaborative approach to governors, school staff, parents/carers and other schools to develop and promote high quality education.
7. Positive working relationships with a wide range of people of diverse backgrounds.
8. High level of emotional resilience.
9. Inspires confidence and trust from others.
10. Personal integrity and expects high standards of self and others.
11. Sound judgement.
12. Calm in a crisis.

D. Professional knowledge and understanding

1. Knowledge of local, national and international developments in special education and involvement in complex needs education developments.
2. Awareness of current and pending legislation and prompt and practical implementation of the legislation.
3. Understanding of the political contexts in which education takes place.
4. Understanding the role of the school within the wider children's services framework.
5. Knowledge of statutory education frameworks, curriculum and regulations.
6. A thorough knowledge of safeguarding and child protection and safe recruitment procedures.
7. Understanding of principles underlying, and demonstrable application of school improvement of, pupil progress and school effectiveness by systematic and rigorous use of data and evidence.

8. Demonstrate ability to anticipate, investigate and solve problems, meet challenges and make decisions.
9. Ability to analyse, interpret and understand relevant data and information to inform future plans for improvement.
10. Demonstrable implementation of a range of specialist strategies and augmentive communication systems, e.g. PECS, Makaton, TEACCH, Eye Gaze.
11. Commitment to continued personal and professional development for self and others.
12. Willingness to seek advice or support and to consult with others.

E. Leadership experience

1. Experience of leading strategic planning processes, including the use of prioritising action plans, implementing and assessing outcomes.
2. Experience of leading creative and innovative educational approaches.
3. Demonstrates ability to evaluate and plan strategically; to lead, motivate, develop and inspire staff; and to manage change effectively.
4. Demonstrates successful communication and implementation of a clear shared vision.

F. Teaching and school management experience

1. Ability to listen and to communicate effectively using a range of methods with varied audiences, groups and individuals.
2. Track record in setting and monitoring of challenging but realistic targets for individual pupil attainment and achievement and for whole school performance.
3. Track record in achievement of objectives set in the School Improvement Plan.
4. Experience in developing appropriate learning environments for pupils.
5. Ability to manage and allocate resources and budgets effectively.
6. Involvement in developing and communicating the school reputation and enhancing its role within the community with a range of groups and organisations.
7. Track record in selection, recruitment and performance management of staff.
8. Experience in managing staff teams constructively, including responsibility for their learning and professional development.
9. Track record in effective involvement of non-teaching staff and volunteers working alongside qualified teachers.
10. Experience of developing, implementing and maintaining successful policies and procedures.
11. Demonstrable commitments to ensuring equality of opportunity and to inclusive education.
12. Demonstrable organisational skills and the ability to plan own time effectively.
13. Ability to promote a positive ethos and sense of pride in the school together with promoting high standards of discipline and behaviour.





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.



School Building image © Tim Soar

