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| **Oak Lodge School** 101 Nightingale Lane, Balham, London SW12 8NA Tel no - 020 8673 3453Email – info@oaklodge.wandsworth.sch.ukWebsite – www.oaklodge.wandsworth.sch.uk**A special school for students between 10 and 19 who have hearing, speech, language, and communication needs.**  |

Dear Applicant

Following the relocation of the Headteacher, the Governors of Oak Lodge School are seeking a Headteacher with ambition and drive to deliver the best learning experience for its special young people. The School’s vision is to equip all students with the knowledge, confidence and skills to achieve the best opportunities for further education, employment or training and be successful, independent young adults.

We expect the Headteacher to strive for excellence in the quality of education delivered by a dedicated teaching faculty. Integrated into the School culture is a strong commitment to student and staff welfare and emotional well-being. Safeguarding students is of prime importance and the Headteacher must be committed to maintaining the highest standards.

The Headteacher will also have managerial oversight of Phoenix House, the residential provision at Oak Lodge (rated Outstanding by Ofsted), and Deaf First which is an outreach service for Deaf students in Colleges or training. Both have strong specialist teams. The Headteacher needs to ensure good work practice is maintained and their respective goals and targets are being met.

Candidates should have experience as Headteacher or senior leader in a SEN school. As the ‘face’ of the School the Head is expected to be an effective communicator with parents, students and staff. Ability with BSL would be advantageous and if appointed, the Headteacher would be expected to attend signing classes.

The Governing Body has a wide range of valuable skills and they are there to support the ambitions of the Headteacher. I look forward to receiving your application.

Yours sincerely,

Desmond Jarrett
Chair of Governors

**Introduction to Oak Lodge**

The school has a capacity for 100 students but has averaged 80-90 students over recent years.

All students at Oak Lodge will have a SEN statement or Education Health and Care Plan (EHCP). Advances in medicine such as cochlear implants and higher rates of survival of premature babies has led to a wider range of communication needs in the student body. Oak Lodge has now adopted a broader intake of young people who may have some hearing but still require specialist education and therapeutic support. The needs of students have become more complex over recent years and the means of communication offered within the School more varied – sign language, sign supported English, voice is catered for in lesson delivery. The Headteacher will need to manage curriculum and teaching resources to meet these challenges.

In years 7 – 11, just under half of the student body are eligible for Free School Meals.

Oak Lodge is located in a very pleasant neighbourhood known as the Nightingale Triangle. Train and Tube are both less than 10 minutes’ walk away, and we have onsite parking.

Oak Lodge School was judged ‘Outstanding’ by Ofsted in 2012, and judged ‘Good’ in 2016. Our priority is to get back to ‘Outstanding’ again.

**Additional Responsibilities**

Alongside the School oversight, the Headteacher will be responsible for ensuring Phoenix House (on-site residential provision) and Deaf First (external services provider) are being properly managed and working to the agreed improvement plan.

**Phoenix House** - This is managed by the Head of Care working with a dedicated team of care and support staff. Phoenix House currently caters for 12 FTE students on Monday to Thursday evenings. Phoenix House has been judged ‘Outstanding’ by Ofsted in its last two annual inspections. As well as providing accommodation and catering for the students, the care team encourage social interaction in and outside the School setting. There is a strong emphasis on fostering independence and good personal development for its student residents.

**Deaf First –** This small group of permanent staff provide education classes for Deaf adults, BSL classes for the wider community and BSL interpreters to work alongside students on work experience or at colleges. The team is managed by a senior Teacher of the Deaf who oversees quality assurance and assists with the teaching programmes. There is a large group of communication workers who are mostly employed on a casual basis.

The school has extensive links with research bodies and Deaf Schools in the United States and Europe. Building these relationships is important to us in keeping abreast of developments and improving our practice.

**Our Curriculum**

Oak Lodge School has an exceptional and personalised curriculum leading to a diverse range of academic and vocational subjects for students from Year 7 through to 6th Form.

The Curriculum comprises the following:

**Communication and Language:**

Oak Lodge has an extended English Curriculum focusing on Reading, Writing, Speaking and Listening, Visual Phonics, Grammar, and Communication.

English Language skills development is a key part of every area of the curriculum.

**Questioning and Debate:**

To facilitate higher order thinking skills and raise student’s ability to analyse research, make judgments and present sound thinking.

**Emotions Curriculum:**

Promoting emotional and physical well- being to enable young people to live healthy, happy and productive lives.

**Enquiry Based Learning:**

Student-led project learning to develop leadership, curiosity, collaboration and interdisciplinary knowledge.

**Personal Learning and Thinking Skills:**

Developing skills in teamwork, independent enquiry, effective communication, self-management, creative thinking and reflective learning.

**Enrichment:**

Identifying and developing students’ passions, abilities and entrepreneurship, through an adventurous extra-curricular programme.

**Cultural Programme:**

The curriculum includes a dynamic visit programme to many museums, theatre productions, art and music events across London.

**Pastoral Care:**

Pastoral support enhances life, social and study skills preparing our students for the opportunities and responsibilities within school and beyond.

**Learning Mentor Guidance:**

Providing 1:1 support for students in overcoming barriers to learning, in order to achieve their full potential.  **Residential Visits:**

Developing students’ confidence, leadership and communication skills for life in both national and international settings.

**State of the Art Technology:**

The development of students’ expertise and ownership of new technology is fundamental to effective learning and communication.

**Learning Outside the Classroom:**

Promoting learning through real-life experiences beyond the classroom walls through local, national, cultural, religious, sporting, professional tutoring and community engagement.

**Sixth Form:**

In addition to English and Maths Sixth Form students follow one of the following pathways:

• Academic
• Pre – vocational
• Vocational
• Towards Independence

**National Accreditations**

• Functional Skills
• Entry Level,
• City & Guilds

• GCSE
• ASDAN
• BTEC

**Therapy Team**

The therapy team, speech and language therapists, Occupational therapists and physiotherapists, work within classes and individually to support pupil learning. The audiologists ensure that aids work properly to maximise their value.

**Support for Headteachers**

Wandsworth offers new Heads a well established induction programme designed to welcome and support new headteachers into their role as the leading professional in their school. The induction programme introduces new headteachers to the key professionals in the authority who may provide advice, support and guidance on various school issues.

In addition to this you will have the support of a link inspector. You will also be offered a Headteacher mentor from one of the other Wandsworth special schools.

Wandsworth is committed to continuing professional development for all teachers and offers a range of CPD opportunities through training and development online: www.wandsworthtpd.org.uk. We offer specific opportunities for school leaders, including NPQML, NPQSL, NPQH and various Ofsted inspection courses. A key part of the induction process for new head teachers will be to help you identify and plan your professional development needs. We will provide and funding and support to take British Sign Language and Teacher of the Deaf accredited courses if you do not have them currently. Prior to acquiring sufficient signing skills you will have the services of an interpreter as and when required.

**Personal Charter**

The character of the person for the Headteacher post ideally should show empathetic but strong leadership, commitment to high standards of teaching and learning, ability to lead strategic planning and manage the implementation of the vision. You will be an excellent communicator and be able to work collaboratively with staff, students, parents, Governors and other stakeholders. You will bring new ideas as well as review current practices. Most importantly, you will have the energy and commitment to high standards of education that will help each and every one of the Oak Lodge student body reach their best potential.

Please get in touch if you are the sort of person who has the right experience and the desire to lead our wonderful school.

**ANNEX**

**Your application**

The first step in the selection process is your application. To get the most out of your application, please ensure you read through the person specification carefully and provide specific examples to demonstrate how you meet all the criteria.

We encourage you to visit our School to help you prepare for your application. You are assured of a warm welcome. Visits can be arranged by calling Karen Chapman on 0208 673 3453.

**Key dates**

Deadline for applications:

**The deadline for receipt of applications is midnight on Sunday 23rd February 2020.**

Please submit your application electronically and send by email to Karen Chapman. kchapman@oaklodge.wandsworth.sch.uk

A covering letter setting out your reasons for applying should accompany your application. There is no need to submit a separate CV.

**HEADTEACHER: JOB DESCRIPTION**

**Oak Lodge is a SEN secondary school with allowance for up to 100 places. Oak Lodge caters for pupils aged 10-19 years who are Deaf and/or have a hearing impairment, speech, language or communication needs.**

**The Headteacher also has responsibility for oversight of Phoenix House, the School’s residential provision, and Deaf First. Deaf First provides communication support services for college students, classes for deaf adults and British Sign Language courses.**

**General Headteacher Accountabilities**

The Headteacher is accountable to the school's Governing Body and through the Director of Children’s Services to the Local Authority. The professional duties and job description of the Headteacher are outlined in the School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. This job description is based on the National Standards for Headteachers.

**Job Purpose**

The Headteacher is the lead professional in the school, and working with the governing body, is responsible for providing vision, leadership and direction for the continuous improvement of the school. The Headteacher, with the governing body is responsible for ensuring that teaching and learning are highly effective and that all pupils achieve their maximum potential.

**Principal Tasks**

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| * Creating a structured and safe learning environment
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| * Ensuring continuous improvement of the quality of education
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| * Raising standards and outcomes for all pupils
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| * Ensuring equality of opportunity for all
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| * Ensuring that resources are effectively and efficiently used to achieve the school’s aims and objectives
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| * Developing and promoting the residential provision and its’ added value for pupils
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| * Ensuring the services provided from Deaf First achieve the best quality possible and are within the budget parameters.
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**Key Tasks**

The Headteacher works with the governors and staff in relation to these key tasks**.**

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| **1. Leadership and the strategic direction and development of the school**  |
| a) Providing a clear and soundly based educational vision, ethos and direction that promote and support pupils’ learning, achievement and spiritual, moral, social and cultural development.  |
| b) Working with the governing body to formulate, implement and sustain policies which support the school’s values, aims and objectives and ensure equality of opportunities**.**  |
| c) Ensuring that the strategic and operational management, finance, organisation and administration of the school support its values, aims and objectives.  |
| d) Ensuring that the school has effective systems for monitoring, evaluating and reviewing policies, priorities and targets for the school.  |
| e) Ensuring that the school development plan identifies appropriate priorities and targets for improvement and relates to overall financial planning.  |
| f) Developing relationships with pupils, staff, governors, parents, agencies and the community in order to secure support for the school and its aims.  |
| g) Maintaining a commitment to outreach and in conjunction with the Local Authority to give advisory support to specialist and mainstream provision.  |
| h) Ensuring that the residential provision, Phoenix House, meets all legal and safeguarding requirements  |
| i) Ensuring that the Deaf First Traded Service continues to meet the needs of the school and the wider community  |

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| **2. Management of Teaching and Learning**  |
| a) Ensuring that the statutory requirements for the curriculum are met and that the curriculum provided is appropriate for the needs of all students.  |
| b) Developing and maintaining the provision of an appropriate and safe learning environment for effective teaching and learning, which models the behaviours which enable learning to take place and promotes the pupils’ spiritual, moral, social and cultural development.  |
| c) Creating and maintaining pastoral and welfare systems for all members of the school community in order to support a positive and caring ethos  |
| d) Maintaining and developing systems to monitor, record and evaluate the quality of education and outcomes for students including preparation for, and transition to, adult life.  |
| e) Implementing strategies to secure improvements in the educational standards achieved by all pupils.  |
| f) Working with the manager of Deaf First ensure that the classroom(s) are appropriate, the courses meet student needs and there is a high quality of lesson delivery.  |
| g) Continue to review and develop the sixth form curriculum in line with pupil needs.  |

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| **3. Management of People**  |
| a) Implementing and monitoring management structures, processes and procedures in order to ensure that the school achieves its aims.  |
| b) Planning, allocating and evaluating work carried out by staff so that all are clear about their roles and responsibilities.  |
| c) Managing the performance of the school’s staff through the provision of appropriate procedures for induction, support, observation and review and ensuring that professional development activities are linked to individual and school needs through appraisal and the school development plan.  |
| d) Creating, maintaining and enhancing effective working relationships among all members of the school community.  |

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| **4. Management of Resources**  |
| a) Managing accommodation, the school site and teaching and learning equipment in order to create a positive, effective and safe learning environment.  |
| b) Managing the residential provision, Phoenix House  |
| c) Managing the Deaf First Traded Service which operates as a training agency and provider of tutors, TAs, CSWs and Interpreters  |
| d) Monitoring and evaluating the use of resources in order to ensure that support for learning is maximised.  |
| e) Ensuring that all pupils receive the entitlement specified in their Statements/EHCP plans or when this is not possible ensure that the parent/carer and the LA is advised so that appropriate changes can be made.  |
| f) Ensuring that the Therapy Team and other additional Resources/ Bought in Services meet the needs of the school  |

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| **5. Accountability for the effectiveness and efficiency of the school**  |
| a) Implementing monitoring systems in order that reviews and evaluations of the school’s effectiveness and efficiency can be made, this includes pupil progress in meeting targets identified in their Statements/EHCP plans and Provision Maps.  |
| b) Ensuring that results are reported and discussed with governors, parents, staff, the Local Authorities, the community and other agencies as appropriate.  |

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| **6. Welfare and Safeguarding**  |
| a) Creating and maintaining a nurturing school environment in which all pupils develop physically, socially and emotionally.  |
| b) Being responsible for Child Protection and Safeguarding of pupils. Ensure that staff are safe.  |

*It is implicit that these duties are carried out in accordance with school and LB Wandsworth policies on equal opportunities.*

**Person Specification**

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| **Qualifications**  | **Essential or Desired**  |
| Good degree and appropriate teaching qualification  | Essential  |
| National Professional Qualification for Headteacher’s NPQH  | Desired  |
| Evidence of successful Leadership experience  | Essential  |
| Teacher of the Deaf qualification  | Desired  |
| High standard of signing in order to communicate effectively with hearing impaired pupils and staff  | Desired  |
| Accredited disability-related (SEN) post graduate qualification and/or a strong record of experience in Special Education  | Essential  |
| Understanding of the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to Safeguarding children and young people  | Essential  |
| If the preferred candidate does not have a good standard of BSL a willingness to enhance skills in this area will be essential  | Essential  |

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| **Leadership and strategic direction and development of the school**  |  |
| Provide strategic vision, initiate action, take responsibility.  | Essential  |
| Motivate others to assist in setting and achieving goals  | Essential  |
| Analyse issues and take timely action  | Essential  |
| Focus resources on strategic goals  | Essential  |
| Be solution focused and exhibits a positive attitude.  | Essential  |
| Command respect by example in personal values, behaviours and standards  | Essential  |
| Use, encourage and facilitate effective communication with all stakeholders  | Essential  |
| Achieve excellence by using effective monitoring systems, interpreting data effectively and evaluating performance and progress towards goals.  | Essential  |
| Demonstrable understanding of the OFSTED criteria for Outstanding schools and ability to support the whole school community in becoming a beacon of excellence  | Essential  |
| Work effectively with the Governors and the local authority  | Essential  |
| **Management of Teaching and Learning** |  |
| Extensive knowledge of curriculum, methods and styles of teaching and learning, student assessment and evaluation criteria.  | Essential  |
| Experience of producing the School Improvement Plan  | Essential |
| Ability to support the Leadership Team in ensuring that the school meets national requirements and that teaching is at least good throughout the school  | Essential  |
| Experience of contributing to the SEF (School Evaluation Framework)  | Essential  |
| High expectations and the ability to articulate them effectively  | Essential  |
| Understanding of provision mapping and the individualisation of curriculum delivery  | Essential  |
| Understanding of the challenges which pupils with hearing impairment/communication difficulties and other additional needs experience in making academic progress  | Essential  |
| Understanding of the role of Therapy in supporting and enhancing pupil engagement with learning  | Essential  |
| Experience and understanding of the “Towards Independence” and Vocational curriculums  | Essential  |

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| **Management of People**  |  |
| Be an effective communicator who uses group processes and facilitator skills effectively  | Essential  |
| Intervene, negotiate, resolve conflict, facilitate communication and create and maintain a positive, caring and effective ethos  | Essential  |
| Understand how own behaviour affects others, exhibits and adjusts appropriate interaction skills and deals effectively with emotional issues  | Essential  |
| Delegate authority and responsibility clearly and appropriately  | Essential  |
| Assess expertise of self and others and use staff appraisal to further develop staff and achieve the aims of the school  | Essential  |
| Use coaching styles to enable staff to reach their potential.  | Essential  |
| Be an effective communicator who uses group processes and facilitator skills effectively  | Essential  |

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| **Management of Resources**  |  |
| Evidence of effectiveness in managing a substantial budget  | Essential  |
| Evidence of effective use of all available resources to maximise the progress of pupils  | Essential  |
| Ability to ensure that provision for identified pupils is used effectively as stated in their Statements/EHCPs and Provision Maps  | Essential  |
| Secure understanding of Health and Safety issues involved in leading a school  | Essential  |
| Understanding of the additional requirements of running a residential unit  | Essential  |
| Understanding of the additional requirements and OFSTED expectations involved in running a Sixth Form  | Essential  |
| Understanding of market forces as they apply to a Traded Service in education.  | Essential  |

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| **Accountability for the effectiveness and efficiency of the school**  |  |
| Evidence of effectiveness in reporting on strategic development to Governors/LA  | Essential  |
| Evidence of effectiveness in creating, developing and implementing effective monitoring systems/data and writing and/or significantly contributing to the SEF  | Essential  |
| Evidence of effectiveness use of in-school reviews and evaluations, OFSTED and other external reviews of the school’s effectiveness to write Action Plans and School Improvement Plans  | Essential  |

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| **Safeguarding and Promoting the Welfare of Pupils**  |   |
| Evidence of effective development, implementation and maintenance of robust evaluating systems which enable pupils to develop emotionally and physically in a nurturing environment.  | Essential  |
| Evidence of working collaboratively and effectively with a range of professionals to enable pupils overcome the difficulties and challenges which they face as they move towards adult life.  | Essential  |
| Oak Lodge School, 101 Nightingale Lane, Balham, London SW12 8NA Tel - 020 8673 3453Website - www.oaklodge.wandsworth.sch.uk Please call the School Business Manager, Karen Chapman on 020 8673 3453 or kchapman@oaklodge.wandsworth.sch.uk to arrange a visit and see what makes Oak Lodge such a special and unique school. |