



HEADTEACHER CANDIDATE BROCHURE



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WELCOME FROM THE CHAIR OF GOVERNORS

January 2022

Dear Applicant

As the Chair of the Governing Body, I would like to thank you for your interest and requesting the application pack for the position of Headteacher at Garratt Park School.

Our current Headteacher has been in post since 2018 having been at Garratt Park since 2006. We are now seeking someone who will continue to drive the school forward and equip our students with the skills and confidence they will need when they leave Garratt Park. You will be supported by a strong leadership team, a well development middle management structure, dedicated teachers, support staff and a knowledgeable governing body.

Garratt Park School is a maintained Special Needs Secondary School catering for 215 pupils with moderate learning difficulties between 11-19yrs. Around 50% of students are on the Autistic Spectrum while others have Speech, Language and Communications difficulties. The curriculum is tailored to the needs of the students to enable them to make the most of the talents they have and our Alternative Learning Centre develops interests in a much wider way than is possible in a classroom. The school strives to ensure pupils develop self-confidence, have the ability to communicate and acquire the skills necessary in life be able to play a positive role in today's society, achieve their fullest potential enabling them to become independent and socially competent adults. All students take part in Duke of Edinburgh Bronze and Silver award schemes.

The school is recognised as a Maths and Computing Specialist School and the facilities reflect these accreditations.

As you will see from our website at www.garrattpark.wandsworth.sch.uk there is much going on in the school and I strongly encourage you to visit to see for yourself the way the school operates. You will be warmly welcomed: to arrange a visit please contact Tina Avern, School Business Manager, on 020 8946 5769 or email tinaavern@garrattpark.wandsworth.sch.uk

I strongly hope you will consider joining us at this exciting stage of our trajectory.

Yours sincerely,
Shirley Newman
Chair of Governors





ABOUT GARRATT PARK

Our students are at the centre of everything we do.

We are a unique, student-centric Wandsworth school for children and young people aged 11-19 with moderate learning difficulties, autistic spectrum disorder, speech, language and communication difficulties and a variety of other Special Educational Needs (SEN). We work with up to 215 students.

We serve a wide variety of needs and personalities. We offer a wide range of accreditations including GCSE, Functional Skills, Life and Living Skills, Entry Level Certificate, BTEC, Duke of Edinburgh Award and ASDAN.

Our students make exceptional progress and achieve outstanding outcomes.

Garratt Park students benefit from being educated by a dedicated team of professionals. Our inclusive approach and our focus on rights and responsibilities have earned us the UNICEF Rights Respecting Schools Award.

Our Sixth Form provides opportunities for students to experience local college placements, vocational and practical courses and work experience, providing further curriculum and life-long learning support.

For more information, please visit our website. www.garrattpark.wandsworth.sch.uk

AIMS, MISSION AND VALUES



Garratt Park School aims to enable young people to achieve their fullest potential through a broad and balanced curriculum. All members of the school have the right to experience success within a caring community which recognises their efforts and celebrates their achievements.

- Garratt Park School aims to enable its students to:
- Foster a caring, respectful attitude to others.
- Become independent and socially competent adults.
- Earn a living, gain job satisfaction, enjoy learning and be eager to continue learning.
- Take pride in themselves and their achievements.
- Develop self-confidence and the ability to communicate, and acquire the skills necessary in life.
- Be able to play a positive role in today's society.
- Achieve their fullest potential

The school values, as agreed by the whole staff team, are CHIRP: Compassion, Honesty, Inspiration, Respect, and Professionalism, as seen in our school logo.



HOW WE SUPPORT OUR PUPILS



Inclusion and personalised learning

- All students are taught differently, allowing each individual to access learning at their own pace and level.
- Each student can access additional resources, methods and strategies depending on their learning profile.
- Additional support from Speech and Language Therapists, Occupational Therapist, PALS and Learning Mentors is highly responsive, and sets desired outcomes. Teaching assistants may also provide students with alternative spaces and methods to provide access to the curriculum.
- Students are also supported by visiting staff for Hearing Impairment, Visual Impairment, and Educational Psychology.



Personalised Additional Literacy Support

The PALS team includes full-time Personal Learning Tutors (PLTs) who provide support for more than 60 identified students, individually or in class. The PALS team creates individual termly targets suited to each student. We also have specialist teaching assistants for maths. This support helps to improve literacy and maths skills to their full potential.



Speech and Language Therapy

We have three full time therapists who are part of the school staff team. They deliver a whole class curriculum to teach social and communication skills to every child in years 7-11 as well as seeing individuals and small groups. They provide training to all staff across the school and work alongside teachers to ensure the curriculum is accessible to all. In the Sixth Form, the emphasis is on communication in the community, and on enhancing college, work experience and community engagement.



Occupational Therapy

Occupational Therapy is an important part of the work of Garratt Park School. The therapist's role is to assess and develop the skills of students and to provide support and training for teachers, TAs and parents.

The three main areas of focus are:

- Fine and gross motor skills (whole body and precise movements)
- Self-care and independence (e.g. getting dressed, washing and independent travel)
- Sensory processing difficulties (being able to understand and interpret the world around us through the senses)

The full time OT works with students, either individually or in small groups, to develop their skills through motivating and functional activities.



Learning Mentors

The Mentors' role is to break down barriers to learning. The aim is to keep students engaged with learning and personal development through involvement in Life and Living Skills, enterprise projects and interventions focused on self-esteem, resilience or managing emotions. They also offer parent workshops and support in managing young people with SEN.

CURRICULUM AND EXTRA-CURRICULUM



The aim of our curriculum is to combine the need for academic learning and examination success with the development of important life skills and personal independence. Work is differentiated and personalised for those with different levels of ability.

In Key Stage 3, Garratt Park School teaches nearly all subjects in the National Curriculum. We do not offer Modern Foreign Languages; this enables us to spend a little more time on the core skills of literacy and numeracy. In Year 7, much of the work is project-based to help students to settle in and get to know their classmates. We use a theme-based approach which combines English, Maths, History,

Geography, RE and Computing. In Key Stage 4, students start some new subjects, including ASDAN. In Key Stage 5, students take up more vocational courses. They also have one day per week at college or on a work experience placement. The KS5 curriculum on preparing our pupils for adulthood – to live as independently as possible and to thrive in their chosen pursuits.

Garratt Park School uses Forum of 5 Progress Trackers, which we have developed in partnership with other similar schools. These measure progress in relation to the National Curriculum, but also key life and independence skills.

Our examination results show that our students make outstanding progress over their time at Garratt Park School. All students move on to college or employment.

Beyond the classroom there are a range of extra-curricula activities. For instance, every child gets an opportunity to go on the Duke of Edinburgh scheme. Most students also take a work experience placement.



A SELECTION OF RECENT QUOTES FROM PARENTS, GOVERNORS AND OFSTED



"My child is safe. My child is challenged. My child is happy"
– parent

"Excellent sport, media, art & IT department"
– parent

"The curriculum provides good opportunities for pupils to acquire a broad and balanced education".
– Ofsted



"Pupils typically behave well and demonstrate positive attitude to learning".
– Ofsted



"Staff work really hard to encourage more independence with our children"
– parent

"Pupils play an active part in identifying ways in which they can contribute to their school and the wider community". – Ofsted

"Garratt Park has a wonderfully supportive and collaborative culture. The staff are incredibly passionate about the School and its pupils"
– Independent Governor



"A calm and purposeful school.....a strong sense of community" – Ofsted

"Very supportive Governing body"
– parent

"Staff work really hard to encourage more independence with our children"
– parent



"Close to transport links in a great part of London"
– parent

"16 to 19 provision ensures that students build well on their previous achievement and prepares them effectively for the next stage in their education or first steps into employment or training". – Ofsted





JOB DESCRIPTION

Role and starting date - Head Teacher – 1st September 2022

Salary range L29 – L35a (£91,953 - £104,211) Inner London Allowance

Contract type: Permanent

Main Purpose

- Provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its students and improved standards of learning and achievement.
- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Establish a good working relationship with the Leadership Group
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations in particular other MLD schools to ensure best practice.
- To work with the Link Inspector in monitoring, evaluation and school improvement.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Qualities

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.

Managing the school

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Manage staff well with due attention to workload.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- To work with Governors to recruit and retain staff of the highest quality.



JOB DESCRIPTION:

DUTIES AND RESPONSIBILITIES

School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum relevant to the needs and abilities of all students, in accordance with the school's curriculum statement.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Additional and special educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.
- To prioritise the care, personal development and well-being of students.

Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Other areas of responsibility - Finance and Premises

- To provide strategic leadership in financial management in order to ensure the long term sustainability of the school.
- To determine the budget and set appropriate priorities for expenditure, allocate funds and ensure effective administration and control in line with the aims of the school and the management and budget plan.
- To manage and organise the school buildings and other available resources efficiently and effectively taking account of the needs of the curriculum and health and safety requirements.



PERSON SPECIFICATION

Garratt Park is looking for an inspiring, committed and dynamic individual to become our next Head. He/she will be brave, innovative and values-driven.

Any Head of Garratt Park must care deeply about education and particularly the importance of special educational learning. In line with our values they will be Compassionate, Honest, Inspirational, Respectful as well as someone who commands Respect, and Professionalism.

Personal Qualities

- Ability to work under pressure and prioritise effectively
- Ability to be reflective, flexible and adaptable
- Ability to negotiate, influence and act decisively
- Commitment to maintaining confidentiality at all time

Qualifications and Training

- Qualified Teacher status (QTS).
- National professional Qualification for Headship (NPQH) or higher-level degree or management qualification.
- Proven commitment to professional development in leadership and management and/or other relevant training.

Experience

- Successful experience of teaching in a mainstream or special school and a proven track record of leading school improvement and raising standards.
- Successful experience of leading and motivating staff through collaboration and delegated leadership.
- Proven track record of developing appropriate personalised curriculum for pupils with special educational needs leading to positive academic, social and personal outcomes.
- Successful experience of working collaboratively with other secondary Headteachers and senior leaders to improve learning outcomes for pupils.
- Experience of working with other partners including those services, medical teams and other key professionals who might be supporting pupils and families in school to ensure the best outcomes for students.
- Experience of recruiting and deploying staff to achieve improved outcomes for students

Skills and Approach

- **Safeguarding:** Ability to listen and respond appropriately to adults and young people and handle sensitive issues with respect and care, including recognising the importance of safeguarding.
- **Change:** Someone who embraces change and is excited to try new initiatives.
- **Finance:** Strong financial acumen including the ability to plan, manage and monitor a large budget.
- **Standards:** Ability to use assessment tracking and target setting to identify areas for development and raise standards.
- **Inspire:** Ability to engage, manage and motivate staff to establish a clear and shared set of aims, objectives and values for the school. Support staff in their professional development.
- **Passionate:** Someone who is deeply committed to the positive power of special educational learning and its ability to transform individuals, societies and communities.
- **Collaborative:** Works closely with parents, carers teachers, governors, support services and the local community. Work and form relationships with other SEN Schools to improve best practice.
- **Communication:** Excellent communication skills especially between the school & parents.
- **Committed to pupil outcomes:** Someone who is excited to develop and nurture links with post 18 Education Advisors & work places.



PERSON SPECIFICATION

Knowledge and Understanding

- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively
- Excellent understanding of performance management in its widest sense and the impact on school improvement and development.
- In depth knowledge of school evaluation and how this meets Ofsted requirements.
- Up-to-date knowledge and understanding of the changing educational context and statutory requirements in relation to pupils with SEN

Equal opportunities statement

Garratt Park celebrates diversity, equality and inclusion in all that we do. We are working hard to increase the diversity of our workforce by recruiting, developing and retaining the most talented people of all backgrounds and valuing the varied skills, experiences and perspectives they can bring to reflect the diverse community we serve. We strive to ensure that applicants are considered solely based on their skills and abilities. We welcome applications from all sections of the community, including Black, Asian, and Minority Ethnic (BAME) candidates, and disabled people.

