

## Candidate Information Pack

Head of Lower School – Rainbow School

September 2016 / January 2017



**Lower School:**  
305 Garratt Lane  
London,  
SW18 4EQ

**Upper School:**  
48 North Side Wandsworth Common  
London,  
SW18 2SL

## Contents

1. Message from the CEO	3
2. About Autism	4
3. About BeyondAutism	4
4. About Rainbow School	5
5. BeyondAutism Governance Structure	6
6. Board of Trustees	6
7. Governing Body	7
8. Information for Candidates: The Post	7
9. Information for Candidates: The Person	8
10. Job Description	9
11. Person Specification	14
12. Benefits for employees	17
13. Remuneration	18
14. How to Apply	18
15. Timetable	19



## Message from the CEO of BeyondAutism

Thank you for your interest in the role of Head of Lower School at Rainbow School. This is a vital role for us at an important time in the development of our school and our charity.

We exist to empower people and launch lives with an exciting vision for our future development and you will join us at a time of substantial growth in a sector experiencing a high level of change.

In this role as Head of Lower School, you will be working with the Head of Upper School and the Senior Leadership Team, you will also be a member of the organisations senior management team, as we seek to manage, develop and grow BeyondAutism and Rainbow School.

Our staff have a real passion for their work, we are a good school (Ofsted July 2013) and aim to be outstanding.

This is naturally a challenging role but an exciting one. If successful, you will play a vital role in leading a team of people, determined to make a positive difference to children and families affected by autism. We look forward to receiving your application.

Yours sincerely,



**Tracie Linehan**

**CEO**



## About Autism

Autism is a lifelong developmental disability which affects 1 in 100 people in the UK. It affects the way a person communicates and how they experience the world around them.

Autism is described as a spectrum condition. This means that while people with autism, including Asperger's Syndrome, share certain characteristics, they will be highly individual in their needs and preferences. Some people with autism are able to live relatively independently whilst others may face additional challenges, including learning disabilities, which affect them so profoundly that they need support in many areas of their lives.

## About BeyondAutism

### Our Mission

At BeyondAutism we empower people with autism to lead fuller lives through positive educational experiences, training for the people who work with them and support for their families and carers.

### Our Values

**We believe** that every child deserves the best possible education

**We believe** our team is forward-thinking, expertly trained and professional, using the latest research and techniques to teach and empower individuals.

**We believe** that ABA/VB can make a real difference to the teaching and learning for people with autism and their families

**We believe** in a future where parents and carers don't have to fight so hard for the provision of quality services for their children with autism.

## About Rainbow School

Rainbow School educates children and young people aged 4 to 19 years with autism and related communication disorders. We're an independent, non-profit day school registered with the Department of Education as an Approved Independent Special Needs School.

We provide an education that ensures each child and young person grows in confidence and autonomy, and feels safe and happy in their school environment.

Each pupil achieves by accessing an education using the Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB) approach to teaching.

As the core difficulty affecting children and young people with autism is communication, this is the central focus of our teaching.



There are currently 68 pupils across two sites, Spencer Park and Garratt Lane, with an exciting new build beginning to take shape on our Garratt Lane site.

Rainbow School provides a multi-professional and collaborative approach to the teaching, therapy and care of children and young people with autism. We give each pupil an individual curriculum tailored to their needs within the framework of the National Curriculum and Early Years Foundation Stage Curriculum. Their progress is monitored using VBMAPP, B squared, QCA P-Scales, on-going formative assessments and their Individual Education Plans (IEPs).

The National Curriculum and Schemes of Work are adapted to each pupil's specific needs and are delivered through VB. We place a large emphasis on the teaching and learning of phonics in English group sessions (using Read, Write Inc.). As children and young people with ASD find communication the most difficult, we focus on teaching communication skills, particularly in the early years.

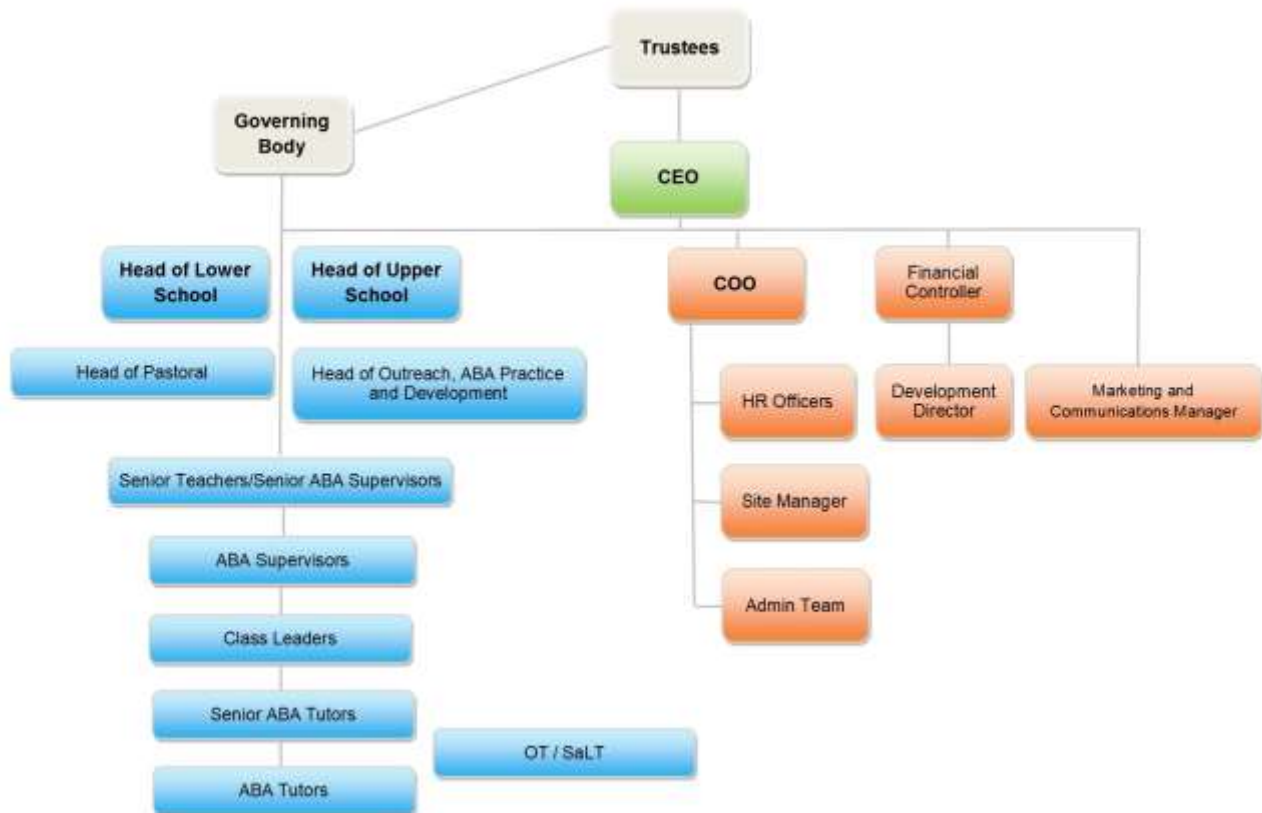


*Rainbow School "is a place where people have ambition for your child, where your child is challenged and engaged... they learn skills and gain satisfaction and self-esteem from that."*

*Rainbow School parent 2015*



## BeyondAutism Governance Structure



### Board of Trustees

The Board of Trustees has overall responsibility for the governance of BeyondAutism.

- Karen Sorab (Chair of Trustees)
- Jo Boait (Vice Chair)
- Kate Swann (Vice Chair of the Governing Body)
- Patrick Riley
- Andy Lusk
- Joy O'Neill

## Rainbow School Governing Body

The governing body is a sub-committee of the BeyondAutism Board and has responsibility for the governance of the school, reporting to the Trustees.

<b>Chair of Governors</b>	Joy O'Neill
<b>Vice Chair of Governors</b>	Kate Swann
<b>Community Governors</b>	Frank Brennan Harry Lund <i>Vacancy</i>
<b>Parent Governors</b>	Matthew Checkley
<b>Staff Governors</b>	Rich LeRoy (Staff ABA) Ana Marta Huffstot (Staff ABA)
<b>Local Authority Governor</b>	Jonathan England (Southwark)
<b>Senior Management Team</b>	Paul Doocey (COO) Bennie Lesch (Staff Senior) David Anthony (Staff Senior)

## INFORMATION FOR CANDIDATES

### The Post

The Trustees and Governors are seeking to appoint a Head of Lower School to be an active member of BeyondAutism's Senior Management Team and to work in partnership with the Head of Upper School to lead Rainbow School. This is a fabulous opportunity for a qualified teacher who has significant senior leadership experience to build on our success and lead the school in its growth and development.

S/he will be responsible to the Chief Executive Officer (CEO) and will also be accountable to the Trustees and the Governing Body. S/he will be expected to co-operate closely with the Chief Operating Officer

(COO) who will be responsible for HR, finance, facilities, security, health and safety, IT, compliance, business strategy and development.

Working closely with the Head of Upper School, s/he will be responsible for the day to day leadership of teaching and learning at the lower school, using the principles of ABA/VB and drawing on other therapies which support learning and the development of life skills, in accordance with the policies approved by the Trustees and Governors and within the resources allocated by Trustees.

Working alongside the Head of Upper School, s/he will lead and support a multi-professional team which will ensure the highest possible quality of education for all the school's pupils, enabling them to reach their maximum potential in all areas of learning and relevant life skills.

S/he will work alongside the Chief Operating Officer in developing positive relationships with outside agencies, including Local Authorities and for maintaining and building on pupil numbers whilst providing the highest standards of professional leadership, vision and strategic direction for the school in order to maintain its success, and build its future growth.

## The Person

Like all the charity's staff, the successful candidate will be passionate about improving the life chances of children with autism and their families. Experience of being a successful teacher and senior leader within a mainstream or specialist setting is essential. S/he will demonstrate knowledge of the National Curriculum and relevant external accreditation and their application to children and young people with autism, and also of the measures to assess pupil progress at all key stages.

S/he will hold NPQH and/or additional qualifications within a field relevant to this post. S/he must be committed to the use of ABA/VB in delivering a personalised curriculum to young people with autism (though expertise in the methodology is not an essential requirement), and might currently be working in the state sector while demonstrating an understanding of the independent, non-maintained and voluntary sectors.

The new Head of Lower School will be able to motivate and inspire staff, pupils and parents to strive for excellence. S/he will be an excellent team leader, team builder and team member and will be willing to be formally accountable for those areas of responsibility agreed through the job description and to hold others to account.

The successful candidate will have first class interpersonal and communication skills and be excited by the opportunity to be an ambassador for the school. Evidence of regular relevant professional development will be asked for as will an understanding of, and involvement in, the organisation and/or delivery of effective staff development including appraisal.



## **JOB DESCRIPTION: Head of Lower School – Rainbow School**

<b>SALARY SCALE:</b>	Inner London L14 to L19 (£60,479 to £67,432) dependent on previous experience and qualifications.
<b>HOURS:</b>	<p>Your normal working week is 5 days per week, Monday to Friday. The school will be open from 7.30am to 6pm during term time and until 8.30pm for Trustee, Governors' and parents' meetings. You will be expected to work a minimum of 37.5 hours per week during these times as required by the Chief Executive Officer / Trustees and to attend evening meetings as required. In addition you will be eligible for a thirty minute lunch break which will not count towards your working hours.</p> <p>Variations may be introduced to meet changing needs; however, these will only be introduced after consultation with you.</p>
<b>REPORTS TO:</b>	Chief Executive Officer, BeyondAutism
<b>LOCATION:</b>	48 North Side, Wandsworth Common, SW18 2SL or 305 Garratt Lane, London SW18 4EQ
<b>PROBATIONARY PERIOD:</b>	Six months
<b>HOLIDAY:</b>	The school year for pupils is approximately 40 weeks. The Head of Lower School's holiday entitlement will be taken outside the six school half terms as approved by the Trustees and Governing Body. Some working time within school holiday periods is required.
<b>SICK PAY:</b>	In accordance with the BeyondAutism sickness absence policy.
<b>OTHER BENEFITS:</b>	Pension: Teacher's Pension Scheme
<b>LINE MANAGEMENT OF:</b>	<ol style="list-style-type: none"><li>1) Lower School Class Leaders (5)</li><li>2) Senior Speech and Language Therapist</li><li>3) Senior Supervisors (jointly with the Head of Upper School)</li><li>4) Head of Pastoral/ Designated Safeguarding Lead (jointly with the Head of Upper School)</li><li>5) Executive Assistant (jointly with Head of Upper School)</li></ol>

## About BeyondAutism

BeyondAutism is a registered charity dedicated to launching lives through education and training. Using specialist teaching methods we make breakthroughs in communication that dramatically improve a child's ability to cope and make sense of a confusing world. We empower people with autism to lead fuller lives and we enable families to cope, so that they can see beyond to a brighter future. In addition to running Rainbow School, BeyondAutism also offers outreach, training and consultancy services.

## About Rainbow School

Rainbow School is an independent special school for children and young people aged 4-19 with autism. Rainbow School offers a structured programme of intensive intervention, applying the scientific principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB) to deliver the National Curriculum and teach functional communication and life skills; empowering our pupils to lead rewarding lives and fulfil their potential.

### 1) The Head of Lower School shall carry out his/her professional duties in accordance with and subject to:

- Any legislation or statutory guidance with which Rainbow School must comply

### 2) General Functions

Subject to paragraph 1, the Head of Lower School shall be responsible for the internal organisation, management and control of the Lower School (Reception – Year 8), and be aware of the evolving and potential needs of its oldest pupils working with the Head of Upper School to ensure appropriate and successful transition.

### 3) Professional duties

Duties include:

#### Strategic direction of the school

In conjunction with the Governing Body, the Head of Upper School and other senior staff formulating the overall aims and objectives of the school and policies for their implementation within the vision, mission and strategic direction set by the Trustee Board of BeyondAutism.

### Management of Pupils

- Responsibility for the overall safeguarding and welfare of Lower School pupils, in addition to the line management of the Head of Pastoral/Designated Safeguarding Lead
- Responsibility for the academic achievement and skill development of Lower School pupils
- Responsibility for determining in conjunction with the principles of ABA, appropriate standards of behaviour
- Responsibility for determining, implementing and reviewing systems for monitoring, recording and improving pupils' attainment and progress (including: EHC Plans, annual reviews and parents' evenings)

### Management of Staff

- Ensuring high standards of teaching
- Leading, motivating, deploying and managing school staff
- In conjunction with the Governing Body, Head of Upper School and Chief Executive, establishing an appropriate staff structure and defining staff tasks, responsibilities and job descriptions
- Taking the lead in the selection and appointment of teaching and non-teaching staff for the Lower School, in conjunction with the Governing Body adhering at all times to the principles of Safer Recruitment and Keeping Children Safe in Education 2015
- Working closely with the BeyondAutism HR team in all aspects of recruitment, training and staff welfare
- Line management and performance management, alongside the Head of Upper School, of Rainbow School senior leadership team
- Liaison and maintaining relationships with appropriate organisations representing school staff
- Responsibility for ongoing staff training including INSET and external training and for evaluating such
- Supporting as appropriate Newly Qualified Teachers (NQTs) in their induction year

### Management of Curriculum

- Responsibility for ongoing development, implementation and monitoring of an appropriate lower school curriculum using ABA/VB methodology linked to the National Curriculum, alongside speech and language and occupational therapies; having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school

## Parents

- Responsibility for regular and effective reporting to parents about the progress of their children and other matters affecting the lower school, so as to promote common understanding of its aims
- Responsibility for developing strategies to ensure partnership with parents to develop and sustain optimal strategies for children's learning

## Relations with other educational establishments

- Responsibility for developing and maintaining liaison with other schools and educational establishments with which Rainbow School has a relationship
- Responsibility for working with and reporting to LAs about pupils placed at the school
- Responsibility for ensuring an effective admissions pathway, this includes forming an admission committee in line with our Admission Policy, timely response to placement requests and ensuring that individual funding agreements reflect an the appropriate fee level

## Management of Resources

- Overall responsibility for the management of the lower school's financial resources, in conjunction with the Head of Upper School, Chief Executive and Governing Body, supported by the Financial Controller
- Determine short, medium and long-term priorities for the school having regard to any financial implications and the ability to meet these from foreseen income
- In conjunction with the COO, responsibility for ensuring the development, maintenance, security and safety of the school buildings, grounds and equipment
- In conjunction with the COO, the management and monitoring of health and safety of the lower school

## Management and Governance

- Advise and assist the Governing Body in the exercise of its functions. Working with the Chair of Governors and Chairs of Governing Body Sub-Committee to prepare all Governing Body meetings and take forward any necessary actions
- In conjunction with the Governing Body, seeking advice from the COO/HR as needed, to ensure all policies and procedures are up to date, reviewed regularly and in accordance with current legislative and regulatory requirements
- Draft the school development plan, in partnership with the Head of Upper School for approval by the Governing Body

- Establish effective evaluation processes to ensure the high quality and timely quality checking, evaluation and review of the lower school, in partnership with the Head of Upper School (SEF)
- Take an active role on BeyondAutism's Senior Management Team, delivering monthly reports as required
- Lead the Lower School in times of external review and scrutiny (including: Ofsted, Local Authority Reviews, school improvement reviews commissioned by the governing body and/or BeyondAutism)

## Safeguarding and child protection

- Attend and update your training as a Designated Safeguarding Lead Person and in Safer Recruitment
- Responsible for ensuring that pupil voice is taught and delivered across the curriculum

## Person Specification: Head of Lower School

Essential (E)

Desirable (D)

Identified by:

Interview (I)

Shortlisting criteria (S)

Application (A)

Reference (R)

<b>Qualifications</b>	Qualified Teacher Status.	E	A/S
	NPQH and/or additional qualifications within a relevant field of study.	E	A/S

<b>Experience</b>	Evidence of successful senior leadership experience.	E	A/R/I/S
	Successful experience of working with children and young people with special needs within a mainstream or specialist setting.	E	A/I/S
	Successful experience of monitoring and evaluating classroom practice and teaching and learning.	E	I/R
	Experience of Ofsted inspection and school self-evaluation processes.	E	I
	Successful experience of working with young people with autism.	E	A/I/S
	Demonstrable experience of developing and leading a whole school vision and ethos.	E	I/R
	Experience managing policy development and implementation in relation to operational leadership of a school including but not limited to: curriculum, welfare of pupils, child protection and safeguarding.	E	I
	Experience of using ABA and/or VB approach.	D	A/I/S
	Experience of managing and delivering a highly personalized and differentiated curriculum.	E	A/I/S

	Experience of working with a range of associated professionals and external agencies.	E	A/I/S
	Experience of writing, evaluating and implementing whole school policies.	D	I/R
	Experience in leading Education Health and Care Plan meetings as well as Annual Reviews.	D	A/I/R
	Experience of working with and reporting to a school Governing body	E	A/I/S

<b>Knowledge and skills</b>	An understanding of and commitment to child protection and safeguarding issues and legislation and of the relevant school policies and procedures.	E	I
	A knowledge of the National Curriculum and relevant external accreditation and their application to children and young people with autism.	E	A/I/S
	A knowledge of current educational legislation, policy and guidance.	E	I
	A knowledge and understanding of measures to assess pupil and student progress at all key stages including baseline assessment, P levels, Individual Education Plans and other assessment and accreditation programmes for children and young people with special educational needs.	E	A/I/S
	An understanding of the main trends and issues in education, specifically within an independent special school setting, with the ability to develop a vision and plan.	E	I
	Interpersonal and communication skills to enable successful team working and the development of teaching, support staff and other professionals.	E	R/I
	An understanding of and commitment to the value of inclusive practice and the development of independent life skills for children	E	I

	and young people with learning difficulties within and beyond the classroom.		
	Integrity, strong leadership skills, tact and diplomacy, a willingness to consult others, and the ability to command respect.	E	I
	A person of principle, sincerity and integrity who would serve the school with loyalty and commitment.	E	I/R

<b>Abilities</b>	To build and lead multi-professional teams and to be an effective team member and co-worker.	E	A/I/R/S
	Evidence of ability to gain and maintain the confidence and respect of colleagues, parents, trustees, governors and external partners.	E	R/I
	To communicate with a range of audiences verbally and in writing.	E	A/I/R/S
	To work effectively under pressure, plan, prioritise and meet deadlines.	E	A/I/R/S
	To understand personal strengths and areas for development in self and others and how this knowledge may impact on practice.	E	I
	The ability to represent, market and be an advocate for the school to external stakeholders.	E	A/I/S

<b>Equal opportunities</b>	A proven commitment to the principles and the practice of the promotion of equality of access and opportunity for all children and adults irrespective of ability, race, gender, gender orientation, religion or class and to the removal of barriers to achieving equal access and to maximising potential.	E	A/I/S
----------------------------	--	---	-------



## Benefits for Employees

### Teachers' Pension Scheme – Qualified Teachers only

Qualified Teachers are eligible to join the Teachers' Pension Scheme in accordance with the rules of the scheme and BeyondAutism will make the appropriate level of employer's contributions.

### Auto-enrolment – for all staff including Qualified Teachers

For those who don't elect to join either the Teachers' Pension Scheme or the BeyondAutism Pension Scheme the law requires us to automatically enrol you into the default BeyondAutism Pension. We will do this after you have been three months in employment with BeyondAutism. Minimum contributions will be deducted automatically from your salary plus a contribution to your pension will be made by BeyondAutism. This will not be via salary exchange and will not therefore be tax efficient - the contributions will be deducted from your net salary.

### Season Ticket Loans

The cost of a season ticket for travel to work will be loaned by BeyondAutism to staff to be repaid through monthly salary deductions for the period of the season ticket or less. Maximum period 12 months. Maximum loan £5000. Staff must be in post more than three months to be eligible.

### Bicycle Loan

The cost of purchasing a bike for the purpose of cycling to work can be loaned to staff up to a maximum value of £1000 repayable over a period of 12 months or less. Staff must be in post more than three months to be eligible. In addition there are tax free cycle to work schemes available and if there is interest these could be set up.

### Childcare Vouchers

BeyondAutism is part of the Kiddi Vouchers scheme and parents wishing to make use of childcare vouchers as a way to reduce the cost of childcare should contact the finance office for full information.

## Perkbox

We know there's more to life than work - that's why when you join BeyondAutism you'll get your pick of our amazing company perks. That includes phone insurance, tastecards, and great price cinema tickets, plus loads more. New perks are added every week, which can be tailored to your preferences.

Find out more about all our employee rewards here: <https://www.perkbox.co.uk/beyondautism>.

## Onsite Counsellor

Our staff are our most important asset. It makes sense to support employees who are suffering with mental health problems or for staff who just need someone to talk to.

We have an onsite counsellor who works with general issues, such as anxiety, depression, bereavement, stress, panic attacks, eating disorders, low self-esteem and work related issues. Counselling is confidential. One to one and group sessions are available.

## Terms and Conditions

### Remuneration

The school observes the national agreement on teacher pay. Rainbow School is a Group 3 (S) school and the ISR is L14 – L19 (£60,479 to £67,432) on the Inner London pay spine. The school is a member of the Teacher's Pension Scheme. A wide range of benefits include reasonable expenses incurred while carrying out school duties, administrative support and dedicated time for CPD, curriculum development, research and promotional activity.

### How to apply

All colleagues who are interested in applying for this post are strongly encouraged to visit the school. Please contact the HR Department on 020 3031 9705 to arrange a visit.

To apply for this position, please email a completed application form to [admin@beyondautism.org.uk](mailto:admin@beyondautism.org.uk). Please use the supporting statement section to specify how you meet each of the shortlisting criteria outlined in the Person Specification.

You should give the names, positions, organisations and telephone contact numbers of two referees, one of whom should be your current/most recent employer. References will only be taken once your express permission has been granted but at least one reference is required prior to interview. An enhanced DBS disclosure is essential for this post as well as a strong commitment to safeguarding children.

We would be grateful if you could let us know if you will require any special provision as a result of any disability should you be called for interview.

Finally please ensure that you have included mobile, work and home telephone numbers, as well as any dates when you will not be available or might have difficulty with the timetable below.

### Timetable

Deadline for applications	Monday 9 <sup>th</sup> May at 4pm
Shortlisting	Tuesday 10 <sup>th</sup> May
Interviews	Wednesday 25 <sup>th</sup> May

Shortlisted candidates will know if they will be invited for interview by the close of school on Wednesday 11<sup>th</sup> May.

We look forward to hearing from you. Our prospectus and most recent Ofsted report are available online at [www.beyondautism.org.uk](http://www.beyondautism.org.uk).