

Redefining  
what's  
possible.

# Application Pack

Deputy Head Teacher



Recruitment to the post of:

# Deputy Headteacher

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# Letter from the CEO

Dear Applicant,

Thank you for your interest in the post of Deputy Headteacher at Remarkable Autism Ltd. For over 50 years Remarkable Autism Ltd (formerly known as Wargrave House Ltd) has grown into one of the country's leading providers of services for autistic children and young people. Remarkable Autism Ltd supports over 100 autistic children, young people and their families and carers, through the specialist educational and therapeutic services that are offered. Over 120 staff are employed in services extending across the North West, from Merseyside to Greater Manchester, Lancashire, Cheshire and North Wales, supporting autistic children and young people to lead happy and fulfilled lives.

As a prominent provider of educational and therapeutic services to children and young people with autism, you will work with the Senior Leadership Team to provide a sector-leading service to our people to take forward our ambitious strategy. In return, we can offer an excellent remuneration package as well as the opportunity to make a difference to the lives of the people we support.

Best Wishes



**Robin Bush**  
Chief Executive Officer

# In our words...

## **Carl – Head Teacher**

Working in a school for autism is fulfilling because it allows you to make a positive impact on the lives of autistic children. You will have the pleasure of witnessing their growth, celebrate their achievements, and support their unique learning needs. Through collaboration with dedicated professionals, you will contribute to creating an inclusive and nurturing environment where these students can thrive, ensuring their access to education and opportunities for a brighter future.

## **Susie – Head of Therapy Services**

Sundial Therapy aim to facilitate the achievement of significant and sustainable progress towards independence for autistic individuals, through integrated and targeted direct therapy. We are a dynamic and innovative therapy service and encourage personal and professional development across the whole team. We also benefit from a multi-professional approach to working, which all ensures we are providing the best quality service for autistic individuals and those around them.

## **Gary – Deputy CEO**

Business Resources aim to achieve external recognition as the leading provider of innovative and effective business services, by developing modern and flexible environments that add value to the delivery of Remarkable services through the effective and sustainable use of resources. We shape and support a diverse and equitable culture, enabling the development of shared achievement, progress and a sense of belonging.

## **Julliet – Head of Adult Services**

At Ascent College we are looking for individuals who are creative, proactive and proficient in upskilling autistic adults, we are not your 'off the shelf' everyday college. We offer a bespoke experiential learning environment where no one day is the same. We support life and employability skills alongside offering a range of educational/supported living pathways to autistic young people 16 -25.

At Ascent College we strive to improve quality of life, increase independence, break down barriers to employment and reduce social isolation. We work at the heart of the community – creating long-lasting and real change through education and community partnership.

# Application process

To apply, please submit an application form and a supporting statement to:

[recruitment@remarkable-autism.org](mailto:recruitment@remarkable-autism.org)

Please ensure that your application details include;

- your current salary (remuneration),
- notice period

Closing date for applications: Sunday 26<sup>th</sup> November 2023 – 11:59 pm

If you have any questions about the process, then please email us at:

[recruitment@remarkable-autism.org](mailto:recruitment@remarkable-autism.org)

To have an informal conversation about the role, please contact Julliet Doherty, our Head of Adult Services, on 01925 224 899

## Our background

Founded by Bessie Berman in 1971, Remarkable Autism Ltd is a charity which is comprised of Wargrave House School, a non-maintained special school providing education for children and young people aged 5-18 years, Ascent Autism Specialist College which is an independent specialist college for young people aged 16-25 years and Sundial Therapy which consists of a team of assessment and therapy specialists supporting people of any age with Autism.

## Our ethos

We recognise that all our children and young people have very special needs. Compassion, tolerance, respect and positive intervention will lead to effective learning experiences.

Our supportive environment is underpinned by the ethos agreed by everyone at Remarkable. To facilitate this cohesion and to ensure effective participation, much group discussion and consultation is fostered.

All staff meet regularly in a variety of meetings, as communication is key.

We aim to establish a sense of community and care so that staff and students can experience the benefits of being accepted and contribute towards the wider society.

We provide an environment that is educational, homely, and of a high quality to engender a sense of self-worth in all who come here.

# Our vision, mission and values

## What is our vision?

A world where autistic people lead happy and fulfilled lives

## What is our mission?

We support and educate autistic people throughout their lives and redefine what is possible by providing innovative and transformative services

## What are our Values?



### We are Creative

We redefine what is possible every day, pushing boundaries and always striving to do things differently and better.



### We are Aspirational

We respond with compassion, energy and adaptability, always learning and always focused on creating a legacy of lasting happiness



### We are Resilient

We keep our promises and are not afraid to stand up and be counted, honestly, openly, and always with pride.



### We are Respectful

We know how important it is to get things right and recognise the views of others. Consistency, kindness and integrity are at the heart of everything we do.

# Organisational structure



# Job description

## Deputy Head Teacher of Adult Services

As a Deputy Headteacher, you will work under the direction of the Head of Adult Services and will be responsible for carrying out duties that are set out in the current school teacher's pay and conditions document.

- To carry out the professional duties of an Deputy Head Teacher upholding the aims, ethos and philosophy of the company established by the CEO (Chief Executive Officer).
- To adhere to all policies as validated by the CEO, Head of Adult Services, Governing Body and Trustees.
- To work in partnership with the Head of Adult Services in all aspects of the management and day to day running of the college.
- To take lead responsibility for the day-to-day management and smooth operation of the Post 16 college and future social care provision.
- To be the Deputy Designated Safeguarding Lead.
- To be the Leader of Learning and Achievement and support, lead and manage teaching and learning in and beyond the classroom.
- In partnership with the Head of Adult Services to provide professional leadership for the College, which supports its success, continuing improvement and high-quality teaching and learning provision for all students.
- To work as an effective member of the Adult Services Team in creating a positive, inspirational learning environment.

### **General Responsibilities:**

Under the direction of the Head of Adult Services: -

- To work harmoniously with other staff to provide a caring, happy environment together with a well-structured programme for the development of each young person.
- To play an active part in promoting good public relationships in the locality to increase public awareness of, and support for, the aims and objectives of the service.
- To maintain positive relationships with members of the Senior Leadership Team and to liaise with them on current issues within the service.
- To encourage high standards of work and behaviour from staff and students at all times by your own example of good practice and preparation of teaching.

### **Specific Duties and Responsibilities:**

- Support the Head of Adult Services in a range of duties associated with efficient and effective development and design, of programmes of learning which meet the needs of the ESFA, and Skills for Sustainable Growth.
- Ensuring effective delivery of targets in relation to recruitment, retention, achievement, success, quality, and attendance.
- Deputising for the Head of Adult Services in their absence.
- Managing identified curriculum programmes and staff efficiently.
- Assisting with the scheduling of work/timetables and deployment of staff.
- Robustly monitoring internal verification and implementing quality assurance systems in conjunction with awarding body criteria.
- Assisting in raising Teaching and Learning standards across the curriculum as an inspirational lead practitioner.
- Supporting the Head of Adult Services with strategies linked to quality improvement and staff development.



# Job description (continued)

- Supporting the Head of Adult Services in creating a vibrant, high quality, positive and student-centred ethos.
- Demonstrate high levels of positivity with a team of staff
- Delivering and monitoring quality teaching on a range of programmes.
- Marketing and selling the curriculum offer positively.
- Positively enhancing progression opportunities for all students
- Supporting staff in the process of collating/analysing data and report writing for self-assessment.
- Ensuring a proactive approach to the development and marketing of courses to achieve maximum recruitment levels.
- Effectively engaging with employers and key stakeholders to enhance curriculum delivery alongside the CEIAG
- Link with People and Culture to oversee recruitment, retention, and staff attendance.

## Deputy Designated Safeguarding

- Support and coordinate safeguarding children and vulnerable adult procedures and maintain records and ensure service practice is compliant.
- To undertake appropriate Safeguarding Training every 2 years to:
- Understand the assessment process for providing Early Help and intervention, e.g., through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how each Local Authority conducts Child/Adult Protection Case Conferences, strategy meetings, child in Need reviews and be able to attend these effectively when required to do so.
- Ensure each member of staff has access to and understands Remarkable Safeguarding Policy and Procedures.
- Organise, monitor and deliver safeguarding and prevent training across the service for all staff, Governors, Trustees, and volunteers. (Induction and annually thereafter).
- Support referral cases of suspected abuse to the local authority children's social care as required; and provide support for staff who are involved in such referrals.
- Support referral cases to the Channel programme where there is radicalisation concern as required and provide support to staff who are involved in such referrals
- Maintain accurate, confidential, and up to date documentation on all cases of safeguarding and child protection. Ensuring that all records are forwarded to any new provision the young person may attend.
- Support students who are victims of abuse appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored.
- Liaise with the Head of Adult Services to inform them of issues especially ongoing enquiries under Section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. This includes school/college and residential hours of operation.
- As required, liaise with the 'case manager' (as per Part Four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).
- Identify vulnerable children/young people within the setting and ensure that all staff are made aware of who these children/young people are and the provision to support them.
- Ensure the safeguarding elements of the Acceptable Use of IT policy are implemented including coordinating tracking and review of IT use for staff and students.
- Analyse the impact of safeguarding policy and practice to ensure optimum impact of provision and inform future development planning.

# Job description (continued)

## Line Management of Staff

- Conduct performance management reviews and line manage designated staff as directed by the Head of Adult Services.
- Challenge under-performance at all levels in liaison with the Head of Adult Services and People and Culture.
- Be responsible for the daily effective deployment of staff, including the recruitment, vetting and induction of agency staff as required.
- To provide cover for teaching staff during PPA time, short term staff absence and teacher/curriculum monitoring time.
- In consultation with the other senior members of staff, lead on staff induction and professional development including NQT induction and the implementation of individual performance improvement plans.

## Learning outside the Classroom

- To oversee risk assessments for educational offsite learning.
- To ensure practice within the service is compliant and is reflected in the policy.
- To collate personal development behaviour and attitude data and provide a report to governors and stakeholders.

## Accredited Learning & Data Returns

- To act as Examinations Officer for the service, co-ordinating and reviewing the administration of accredited learning.
- To take responsibility for ensuring accredited learning is subject to continuous review, maintaining relevance and challenging programmes of study.
- Lead training for colleagues in the delivery of and compliance with accredited learning programmes.
- Create clear and accountable systems which ensure regular and timely quality assurance of student work/portfolios.
- Ensure timely returns of ILR in line with Department of Education protocols.
- Coordinate timely submission of High Needs funding applications.

## Communication

- To chair annual and interim review meetings in the absence of the SENCO and as directed by the Head of Adult Services.
- In conjunction with the Head of Adult Services communicate with parents/carers of students concerning their well-being and continuing development.
- To maintain friendly, sympathetic, informative, and professional relationships with all parents/carers.
- To provide timely and constructive monitoring feedback to relevant parties including the Head of Adult Services, teachers, and the Governing Body.
- To be responsible for the quality, accuracy, and Autism specificity of written reports.
- To be responsible for reporting to the Governing Body on all organisational matters.
- To present an accurate and expert analysis of departmental performance (staff, student, and curriculum) to the Head of Adult Services and Governing Body.
- To plan, prepare and lead on departmental meetings, cross-service initiatives, and training as appropriate.

# Job description (continued)

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## Whole School/College Events and Celebrations

- In conjunction with the Adult Services Administrator and Employee Engagement Co-ordinator plan and coordinate events which celebrate progress, provide for further learning opportunities and ensure all stakeholders (including external parties) are supported to attend and participate.

## Student Placements, Research and Volunteers

- To take responsibility for the deployment and supervision of students, researchers, and volunteers in the service, as agreed by the Head of Adult Services.

# Job description (continued)

## Work Related Learning Coordinator

- Liaise with CEIAG leader and Employee Engagement Co-ordinator to match and prepare students for their role in the world of work.
- Working with CEIAG lead and Employee Engagement Co-ordinator to ensure the arrangements for work placements are personalised, managed safely and are of suitable quality and challenge.
- Establish processes which ensure staff are accountable in reviewing outcomes and evidence of student participation in work.

## **Common Responsibilities:**

- Be aware of and comply with policies and procedures relating to safeguarding, health and safety, security confidentiality and data protection, reporting all concerns to an appropriate person. **NB. Failure by a member of staff to report actual or reasonably suspected physical, sexual, or emotional abuse or neglect of a child or vulnerable adult is a disciplinary offence.**
- Ensure all students have equal access to opportunities to learn and develop.
- Carry out any other duties as requested by the Head of Adult Services or CEO.
- Attend staff meetings, parent evenings/workshops and planned after school events as required.
- Participate in regular appraisal/performance management review meetings with the Head of Adult Services.
- Maintain confidentiality for all areas of the service, its staff, and its operations.
- Attend appropriate courses, conferences and seminars as authorised by the Head of Adult Services.
- Use specialist knowledge, skill, experience, and training to act as a mentor to others, providing appropriate guidance and supervision as appropriate.
- Provide training and input to outside agencies only as authorised by the Head of Adult Services.
- Appreciate the role of support and work with other professionals e.g., Therapists.
- Ensure that your conduct within and outside the establishment does not conflict with professional expectations of Remarkable Limited.
- Carry out any other duties as are within the scope, spirit and purpose of the job, the title of the post and its grading.
- Maintain continuity and consistency and ensure effective communication by attending relevant meetings e.g., behaviour support meetings, staff meetings, parents' evenings, and annual reviews, some of which will take place out of school hours.
- Set a good example in terms of dress, punctuality, and attendance.
- Participate in training, including INSET days, external courses, and conferences to keep abreast with current trends and ensure continued professional development.
- Use positive behaviour management strategies (PROACTSCIPrUK) emphasising team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour reducing the need for physical intervention.
- In accordance with the training received, use positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.
- Following training carry out the administration and witnessing of student medication.

# Job description (continued)

It is a requirement upon all staff to report (to the designated Safeguarding Lead, Chief Executive, Head of Adult Services, or the Governing Body, or to the National Care Standards Commission or other approved inspectorate with which the service has an agreement for inspection under the Children Act 1989, or to the local social services authority or to the police) any concerns they may have about practices in the service, or the behaviour of colleagues, which they consider likely to put at risk of abuse or other serious harm. Staff have a duty to prevent vulnerable students or colleagues from being drawn into terrorism and are required to report any concerns following the Company's Safeguarding Prevent procedures.

Remarkable Limited provides a guarantee that the procedures will be invoked in ways that do not prejudice any whistle blower's own position and prospects if they have reported an allegation or concern in good faith.

It is now a requirement that your job description makes it clear that failure by a member of staff to report actual or reasonably suspected physical, sexual, or emotional abuse or neglect of a student is a disciplinary offence.

## Additional information

The work at Remarkable for those working directly with the service users can on occasion be physically demanding and employees must be able to undertake in full the requirements of the job and requisite training.

For the safety of staff and the service users, training will be provided to assist employees to carry out their role, specifically ProActScip, Moving & Handling, First Aid and Health & Safety training (this provides staff with the skills to carry out the sometimes-necessary holds in a reasonable and proportionate manner. Employees will be required to fully participate in all training.

Having a disabling condition does not preclude you from working for Remarkable. However, you should make Remarkable Ltd aware of any adaptations required to enable you to undertake the work.

## Confidentiality

Maintain confidentiality for all areas of Remarkable Limited, its staff and its work. The nature of the work within the service entrusts people with confidential information about the students, their families, and staff. Any breach of this confidentiality will constitute gross misconduct.

Note: This job description reflects the present requirement of the post. As duties and responsibilities change and develop, the job description will be reviewed and subject to amendment.

**Remarkable Limited operates a safe recruitment process. Appointment to the post will be subject to suitable references and an enhanced Disclosure Barring Service check. Remarkable Limited is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

# Person specification

## Deputy Headteacher

You should be able to demonstrate that you meet the following criteria:

E = Essential    D = Desirable

Qualifications		
DESCRIPTION		Evidence
Qualified Teacher Status	E	Application
PGCE or equivalent e.g., DTLLS at Level 5	E	
2.2 honours degree	E	
Driving licence (No more than 3 points)	E	
Further post-graduate study/qualification e.g., Special Education/Autism	D	
Additional relevant post graduate qualification e.g., NPQH/NPQSL or willingness to undertake additional leadership training	E	
ProActScripR trained/willingness to undertake	E	
Evidence of appropriate professional development for the role of Deputy Designated Safeguarding Lead	E	

Experience		
DESCRIPTION		Evidence
Record of recent successful leadership and development of a team at a senior level	D	Application Selection process Interview
Working with Adults in a SEN (Special Educational Needs) environment	E	
Minimum of 5 years' experience of working with young adults in a SEN (autism preferable) setting	E	
Minimum of 5 years' experience of working with young adults in a front facing role within an educational setting	E	
Experience in coaching, mentoring, and developing teaching and support staff.	E	

# Person specification (continued)

Experience continued		
DESCRIPTION		Evidence
Experience and understanding of the application of strategies to support access to learning and teaching for autistic young individuals	D	Application Selection Process Supporting Statement Interview
Active involvement with parents, the wider community and other agencies	E	
Multi-agency working	E	
Contribution to strategic planning based on impact driven outcomes	E	
Experience of presenting rationale and outcome measures to senior leaders and governance	E	
Knowledge and understanding of Post 16 Provision/adult core curriculum and Recognising and Recording Progress and Achievement (RARPA)	D	
Overseeing resource requests and managing an appropriate budget.	D	

Knowledge		
DESCRIPTION		Evidence
Knowledge and understanding of what constitutes effective learning and achievement	E	Application Selection process Interview
Knowledge of individual EHCP's and ability to use these to quality assure targets and successful outcomes	E	
Knowledge of key legislation relating to safeguarding children and vulnerable adults	E	
Knowledge of the implementation of the Children and Families Act 2014 in education, health and social care	E	
Understanding of Autism and barriers to learning and specialist strategies to overcome these	E	
A deep understanding and empathy for the unique needs and challenges of autistic individuals	E	
Ofsted training around the education inspection framework. and research knowledge	E	



# Person specification (continued)

Personal Qualities & Attributes		
DESCRIPTION		Evidence
Ability to identify and develop strengths in individuals, groups and systems	E	Application Interview References
A good/outstanding teacher with proven ability to demonstrate and lead outstanding classroom practice and innovating curriculum development and implementation.	E	
Ability to seek effective network and inter-agency partnerships	E	
A commitment to inclusive education and a willingness to respond to the needs of individual learners with sensitivity	E	
Commitment to enhancing provision and raising attainment in collaboration with the wider community as a whole	E	
A genuine passion for supporting our autistic individuals, coupled with a commitment to their personal and academic growth.	E	
The ability to remain composed and effective in challenging situations, showing resilience and adaptability.	E	
Serving as a positive role model for students, fostering motivation and enthusiasm within the college community.	E	
A commitment to safeguarding and promoting the welfare of children and vulnerable adults	E	
A strong sense of ethics and integrity, maintaining confidentiality and promoting a safe, inclusive, and respectful atmosphere.	E	
A strong and resilient character to effectively handle the complexities of autism education.	E	
Capable of responding constructively to criticism	E	
High ethical standards, transparency, and honesty in all actions.	E	
A collaborative mind-set to work effectively with a diverse team of educators and support staff.	E	
Innovative and creative thinker, enthusiastic, and self-motivating	E	
Comfortable in the public domain	E	
Commitment to equality, diversity and inclusion	E	
Flexibility and adaptability	E	



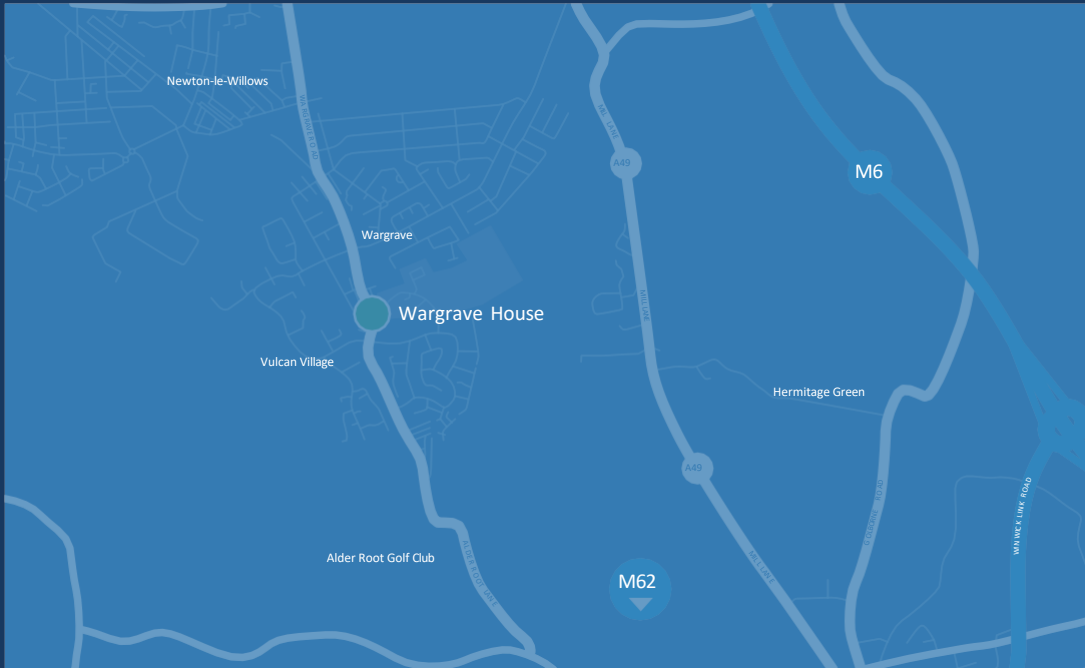
# Person specification (continued)

Skills		
DESCRIPTION		Evidence
Excellent presentation and interpersonal skills	E	Application Interview
Highest standards of professional conduct	E	
Ability to communicate effectively and accurately orally and in written form	E	
Skill in adapting professional yet personal approach to difficult circumstances	E	
Expert in analysing data and outcomes to drive outstanding practice	E	
Ability to devise and present effective training programmes	E	
Ability to clearly articulate strong vision to all members of Remarkable	E	
Ability to motivate and inspire and provide creative and enriching leadership	E	

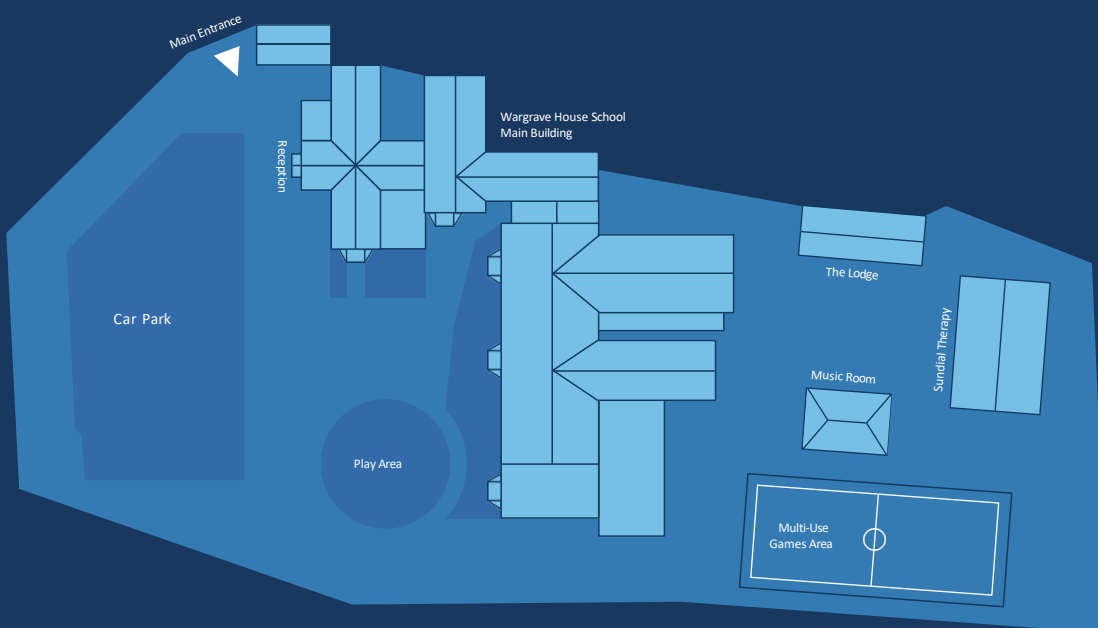
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# How to find us

## Directions to Wargrave House



## Site Map



Redefining  
what's  
possible.

**Remarkable**  
**449 Wargrave Road**  
**Newton-Le-Willows**  
**Merseyside**  
**WA12 8RS**

01925 224 899

**[recruitment@remarkable-autism.org](mailto:recruitment@remarkable-autism.org)**

**[www.remarkable-autism.org](http://www.remarkable-autism.org)**