



INFORMATION PACK

- Post:** Fixed-Term Headteacher
(start date asap – 31st August 2027)
- Location:** Spa School Camberwell
(Southampton Way, London, SE5 7EW)
- Salary:** Inner London Leadership Scale 24-29 (£100,951-£112,823)
- Contract:** Full-time
- Employer:** Spa Education Trust
- Reports to:** Executive Headteacher and Local Governing Body (LGB)





Dear Colleague

Fixed-Term Headteacher – Spa School Camberwell

The world of special education will change rapidly because of the government's white paper – *Every Child Achieving and Thriving*. At Spa Education Trust we are determined to help mould that change for the benefit of the children and young people in our schools.

Our multi-academy trust is currently made up of two special schools (*Spa Bermondsey* and *Spa Camberwell*) located in the *London Borough of Southwark*. We are privileged to educate autistic children and young people, collaborating closely with supportive families from Southwark and nearby boroughs. At *Spa Bermondsey*, we teach pupils aged 11 to 19 (116 on roll), while *Spa Camberwell* serves pupils aged 4 to 16 (113 on roll).

To support the development of our trust at this exciting time, we are looking for an outstanding colleague, with senior leadership experience of working with autistic children and young people, to lead the provision at *Spa School Camberwell*; we are looking for an expert in the leadership of curriculum and pedagogy in a setting for autistic pupils. We would consider a permanent appointment for the right individual, but we are keen to explore the opportunity for a secondment, perhaps from a larger trust or school, or fixed-term appointment for a colleague who wants to make a huge difference over the medium term.

Since its opening in 2020, Spa Camberwell has established itself as a strong part of our trust and wider local provision. In 2023 [OFSTED](#) reported on a **good school** with **outstanding behaviour and attitudes**. We are proud to be one of the very few special schools taking part in the *London RISE Open Education Fortnight*, sharing our expertise on **inclusive practice for autism**. We place huge importance on strong support and professional development for our colleagues, including those in the most senior positions. Part of the challenge of the coming eighteen months is to continue to develop the quality of all aspects of our provision and ensure the school is well prepared for the next inspection; we aim to ensure that every part of the school day for our pupils is informed by consistent best practice in autism, with every colleague working with the highest level of professionalism.

You can find out more about our school through our [website](#). To discuss this post, please contact our leadership consultant, Gordon Smith, at Gordon.smith@education-leadership.co.uk; he is leading this process on my behalf and for the trustees.

Yours sincerely

Steph Lea
Executive Headteacher

Job Description

Headteacher

Purpose of the Role

Within the frameworks, policies and scheme of delegation of *Spa Education Trust*, to lead the development of *Spa School Camberwell*. The Headteacher and wider team should aim to ensure that all learning within the school is informed by the highest quality practice for autism, and that every colleague and team is supported to work with the highest levels of professionalism.

Key Accountabilities

1. Leading Learning and Teaching

- Develop a shared expectation of outstanding teaching and learning for autistic pupils.
- Lead collaborative CPD so all learn from the very best each has to offer.
- Demonstrate and develop best practice in curriculum design and development for primary and secondary aged autistic pupils.
- Demonstrate and lead best practice approaches to positive Behaviour Support matched to the needs of autistic pupils.
- Coordinate a planned annual cycle of assessment, monitoring, evaluation and reporting.
- Ensure a consistent and continuous school wide focus on pupil achievement using data and benchmarks to monitor progress.
- Coordinate the analysis and interpretation of information on pupil progress to inform planning for improvement.

2. Leading and Managing Staff

- Support and maintain the ethos and culture of the Trust, promoting staff wellbeing and the highest standards of courtesy and mutual respect.
- Recruit, retain and deploy staff appropriately, managing their workload to achieve the vision and goals of the school.
- Develop and maintain effective strategies and procedures for staff induction.
- Promote and coordinate professional development for all staff in line with the school / trust improvement plans.
- Implement successful appraisal processes for all staff.
- Deal effectively with underperformance, in line with relevant policies.
- Develop the school leadership team, reflecting the Trust vision and values.
- Encourage initiative, teamwork and the development of leadership across the trust.
- Regularly review own practice, set personal targets and take responsibility for own personal development.

3. Organisational Management

- As the *Designated Safeguarding Lead*, maintain the highest possible standards of safeguarding ensuring that effective safeguarding strategies, systems and support are in place.
- Ensure effective day-to-day management of the school including pupils, staff, resources and premises.
- Ensure all policies and procedures, including *Safeguarding and Health and Safety*, are fully implemented.
- Produce and implement school improvement plans and policies.
- Ensure that policies and practices take account of national and local initiatives

- Work with the *Executive Headteacher* and the *Director of Operations and Finance* to manage the school's staff, finances and facilities efficiently and effectively
- Implement trust and DfE policies and strategies (e.g., in relation to compliance, finance, HR and IT).
- Manage and organise the school environment ensuring it meets the needs of the curriculum, health and safety regulations and reflects the distinctive characteristics of a special school for autistic pupils

4. Wider Expectations

- To be accountable to the Executive Head Teacher and the Local Governing Body.
- To engage with key stakeholders including parents / carers and the broader school community.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Create and implement positive strategies for promoting equality, for challenging prejudice and for dealing with harassment.
- Present and deliver regular monitoring reports to the Executive Headteacher.
- Develop systematic procedures for school self-evaluation and use the outcomes of evaluation to further improve the school.
- Develop and present coherent and accurate accounts of school performance to a range of audiences including the Executive Team, Board of Trustees, Local Governing Body and parents / carers.
- Meet all statutory reporting requirements including attendance, behaviour and safeguarding.
- Coordinate the school website and ensure compliance.
- Maintain detailed understanding of the *Ofsted Inspection Framework* and develop a range of strategies to demonstrate the school's achievements
- Ensure individual staff accountabilities are clearly defined, understood and met.

Person Specification

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| Qualifications | 1 | Qualified Teacher Status |
| | 2 | Senior leadership level NPQ (or equivalent alternative) |
| Experience | 3 | Successful leadership of high-quality learning in a specialist setting, significantly with autistic young people |
| | 4 | Effective development and leadership of teams of teaching and support staff to deliver school improvement |
| | 5 | Management of complex school environments |
| | 6 | Working with governors and trustees to improve outcomes for pupils |
| | 7 | Working in a collaborative structure such as a multi-academy trust, a federation or other partnership |
| Knowledge | 9 | Curriculum best practice for autistic pupils |
| | 10 | Effective strategies to achieve excellent learning for autistic pupils |
| | 11 | Best practice in safeguarding in a special setting |
| | 12 | OFSTED Toolkit |
| | 13 | Funding rules and mechanisms in special education |
| | 14 | DfE approaches and requirements |
| | 15 | Effective budget planning and monitoring |
| | 16 | Compliance issues in HR, H&S and GDPR; expectations of the <i>Academy Trust Handbook</i> |
| Qualities | 17 | Evaluative skills to assess the quality of a school's work |
| | 18 | Innovative and creative problem-solver |
| | 19 | Exceptional oral and written communication skills |
| | 20 | Strong, confident, and engaging public figurehead |
| | 21 | Ability to make difficult decisions |
| | 22 | Exemplary role model |