Recruitment pack

Principal
Dear Applicant,

Thank you for your interest in this post.

The Helen Allison School is an independent National Autistic Society day and residential school, opened in 1968. Currently the school have 77 pupils aged between 5 -19.

The National Autistic Society (NAS) has been running schools for children with autism for some 50 years. Our knowledge is grounded in experience and every day we work with children who bring us new challenges. We find the best way for each child to learn and develop, using a range of approaches that we have assessed and tested so that we can be confident of their effectiveness.

A school is nothing, however, without a skilled and dedicated staff team, led by an inspirational and visionary senior team of professionals. I hope very much that you will feel that this team could include – should involve – you! If this is the case I look forward to receiving your application.

You will find elsewhere in this pack a brief history of the NAS and of its mission and vision, together with an organogram showing how the NAS Schools are structured.

To apply for this role, please visit our job vacancy at here and complete the online application form. Please let us know if there are any dates during the recruitment timetable (see below) when you will not be available.

We suggest that you complete the online application form within the closing date, to avoid delays.

Once again, thank you for your interest and I hope to hear from you shortly.

With best wishes

Mark Lever
CEO
The National Autistic Society
Recruitment timetable for this role

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing date for applications</td>
<td>Sunday 3rd September 2017</td>
</tr>
<tr>
<td>Shortlisted candidates notified</td>
<td>Week commencing 4th September 2017</td>
</tr>
<tr>
<td>Interviews</td>
<td>Friday 15th September 2017</td>
</tr>
<tr>
<td>Anticipated start date (subject to notice period)</td>
<td>January 2018</td>
</tr>
</tbody>
</table>

Should you wish to arrange an informal visit to the school prior to application, please contact us and we will be happy to welcome you.

If you have any queries, please contact Dr Khursh Khan – Head of School Improvement & Operations on Khursh.khan@nas.org.uk

We look forward to hearing from you.

Yours sincerely,

Recruitment Team
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About The National Autistic Society

The National Autistic Society (NAS) is the leading UK charity for autistic people (including those with Asperger syndrome) and their families. We provide information, support and pioneering services, and campaign for a better world for people with autism.

We were formed in 1962 by a group of parents who were passionate about ensuring a better future for their children. Today, we have a head office in London, national offices in Northern Ireland, Scotland and Wales, and a network of regional offices and volunteer-run branches.

Across the UK, we have more than 3,000 staff employed in a wide variety of roles, from teaching staff to family support workers; campaign officers to speech and language therapists; and helpline advisers to administrators.

You’ll find more information about us on our website: www.autism.org.uk.

Our strategic aims

In 2014, we launched a new five-year strategy. This sets out four key pillars of activity for our charity, all designed to make the maximum positive impact on the lives of the 700,000 autistic people in the UK and their families and friends.

First, we will strive for excellence in our eight schools and 80 services. Our charity started the first autism-specific school in the world and the first autism-specific residential service in the UK. We want to continue to pioneer new practice in our schools and services. We will quantify the outcomes and impact we achieve and expand the opportunities for the adults we support to engage in enterprise activities as well as smooth transitions between schools and services.

Second, we will act as a trusted partner to autistic people, families and friends by passing on the knowledge we have gained through 50 years of practice. We will help more people get the information and advice they need to navigate the key stages of life. We will learn how to anticipate people’s information needs better so more people have the right information at the right time.

Third, we will support more professionals working with autistic people to understand autism better, by sharing our knowledge through training, consultancy, conferences and expanding our Autism Accreditation scheme. We will support employers and employability specialists as well as education, health and social care professionals.

Fourth, we will effect social change by educating more of the public and more politicians about autism. We want to move from 99% of the public being aware of something called autism to the public really understanding what more what it’s like to be autistic in our society and what they can do to support autistic people. We will push for the Government policy at local and national level to include a real understanding of the impact on autistic people.
To make these four pillars of activity possible, we need three key enablers to be in place.

First, we need to be leaders in autism expertise. Our Centre for Autism will act as a knowledge hub at the centre of our charity, gathering and developing new autism practices.

Second, our support services need to be as efficient as possible so that we can maximise the resources available for the pillars of activity above.

Third, we need to pay for all these activities. We will grow our fundraised income, particularly our unrestricted income through increasing regular giving.

Through our pillars and enablers, we will help more autistic people get the understanding, support and appreciation they deserve and more people will be able to live the lives they choose.
Our values

We learn from real experience
We’ve spent over 50 years working together with people on the autism spectrum. But we move with the times and we understand that there’s always more to learn.

We tell it like it is
We share what we have learned about autism, so that more people can make informed decisions and lead the best lives possible.

We inspire
We celebrate progress, open up new possibilities, spur people into action and motivate change.

We are courageous
We won’t accept ignorance or inequality and we’ll never stop pushing for more understanding, greater support and a better world for people on the autism spectrum.
What we do

We have approximately 20,000 members, around 115 branches and provide:

- information, advice, advocacy, training and support for individuals and their families
- information and training for health, education and other professionals working with people with autism and their families
- specialist residential, supported living, outreach and day services for adults
- specialist schools and education outreach services for children
- out-of-school services for children and young people
- Employment training and support and social programmes for adults with autism.

A local charity with a national presence, we campaign and lobby for lasting positive change for those affected by autism in England, Northern Ireland, Scotland and Wales.
Our story

We started in 1962 as a small group of friends who were frustrated at the lack of understanding and help available for us and our children. Since then, we have grown into the UK’s leading autism charity but our vision remains the same: a world where all people living with autism get to lead the life they choose.

1962. First meeting of founding parents
A group of parents come together to start what will later be called The National Autistic Society.

1963. First NAS logo developed
The first NAS logo is designed by a parent member of the Executive Committee, Gerald Gasson, and uses the symbol of a puzzle piece.

1965. Sybil Elgar School opens
Sybil Elgar is asked by some of the founding parents of the NAS to teach their children. Since it opened, 383 students have attended the NAS Sybil Elgar School in Ealing, London.

1967. First issue of Communication magazine
The first issue of our members’ magazine was published - now called ‘Your autism magazine’ it won the 2014 Charity magazine of the year award.

1968. Helen Allison School opens
Due to the popularity of our first school, Sybil Elgar suggests the NAS opens a second school in Gravesend; it is named after the first General Secretary, Helen Allison, upon her retirement.

1974. Somerset Court opens
The residential community in Brent Knoll, Somerset opens to provide continued support and care for students leaving Sybil Elgar School, and others.

1974. Radlett Lodge School opens
The school is in Radlett in rural Hertfordshire and supports children and young people with autism aged four to 19. Since it opened, 291 students have attended the school.

1976. Robert Ogden School opens
The school, originally situated in Wath upon Dearne, Rotherham and called Storm House, is in Thurnscoe, near Rotherham in South Yorkshire. The school supports children and young people with autism aged seven to 19. Since it opened, 480 students have attended the schools.
1982. Renamed The National Autistic Society
In 1982 the charity changes its name from The National Society for Autistic Children to The National Autistic Society.

1992. Autism Accreditation launched
The National Autistic Society and a network of affiliated local societies launch the quality assurance programme.

1994. NAS Cymru office opens
The NAS Cymru office opens in Cardiff.

1995. NAS EarlyBird starts
The EarlyBird programme is for parents whose pre-school child receives a diagnosis of autism.

1995. NAS Scotland office opens
The NAS Scotland office opens in Glasgow.

1995. Employment Support starts
The National Autistic Society recognises the importance of providing employment support to people with autism and opens its first employment support centre.

1997. Autism Helpline opens
The helpline is established started in order to answer the increasing number of calls and enquiries the organisation receives.

1997. Jane Asher becomes NAS President
Jane, having already been a Vice-President for some years, is made President of the NAS in recognition of all her hard work for people with autism.

1998. Daldorch House School opens
The school is in Ayrshire, Scotland. The school supports children and young people with autism aged five to 18. In addition, continuing educational opportunities and supported living arrangements are available for young people from 16-25 years as well as an outreach service for those aged five to 25.

2003. Countess of Wessex becomes NAS royal Patron
Her Royal Highness, The Countess of Wessex takes over this role from Her Royal Highness The Princess Royal.

2005. NAS Northern Ireland office opens
The NAS Northern Ireland office opens in Belfast.

2009. Autism Act passed following NAS campaigning
The Autism Act 2009 becomes the first ever disability-specific law in England, after campaigning by the NAS.

2012. The NAS celebrates its 50th birthday
We're proud to have been making a difference for 50 years.

2013. First free school opens.
The National Autistic Society founds the NAS Academies Trust and opens its first free school, Thames Valley School.

2013. **Ask autism is developed and launched.**
Ask autism is a training service that has been uniquely developed and delivered by people on the autism spectrum and includes a range of online modules. It provides an 'insider' perspective of autism to give a unique understanding of how people on the autism spectrum would like to be understood and supported.

2014. **The NAS Radlett Lodge School celebrates its 40th birthday**
Celebrations included a balloon release

2015. **NAS Church Lawton School opens in East Cheshire.**
This is our second free school and teaches children on the autism spectrum from the ages of 4-19

2015. **The NAS holds its first ever World Autism Awareness Week**

2015. **The first NAS Cullum Centre opens at Salesian School in Surrey.**
This is the first of four purpose-built specialist centres the National Autistic Society (NAS) and Surrey County Council are opening within mainstream secondary schools in the area, thanks to generous financial support from the Cullum Family Trust

2015. **The NAS Sybil Elgar School starts its 50th anniversary celebrations.**
This was the first autism-specific school in the UK, perhaps the world

2016. **The National Autistic Society launch Too Much Information**
This is the charity's biggest ever campaign. Too Much Information aims to increase public understanding of autism and launched with a video which was watched almost 60 million times

2017. **The NAS Anderson School and Lorna Wing Centre for Autism, Essex opens**
The school and specialist assessment diagnostic centre, situated on a 13-acre site in Chigwell, Essex, is opening this September. The school will focus on young people’s futures and putting skills for life and employment at the heart of the curriculum. The Lorna Wing Centre will provide complete diagnostic and assessment services for children, young people and adults.
More about Helen Allison School

The Helen Allison School is a warm and welcoming school for children with autism that has a consistent reputation of providing outstanding care and education. At its heart is a never ending desire to continually be innovative and led by knowledge of best practice. It is a school that puts Autism first before focusing on all other educational developments. The school caters for pupils from 5-19 of all abilities. Pupils study the full range of national curriculum subjects and take qualifications ranging from entry level, GCSE to A levels depending on their ability and relevance to their future pathway.

Pupils with even the most complex needs thrive at Helen Allison and parents quickly develop confidence that the school will make sure that the children in their care have the best education, the best opportunities and the best start in life. The school is creative and ambitious in the individual ways we achieve this. The school is ever evolving and always challenging itself.

The Helen Allison School has strong links, is outward facing and knows there is always more to learn from others and that the only way we can do our best is by truly working with others.
The school has established teams at all levels and morale is high. The school has consistently been awarded ‘Outstanding’ at all Ofsted Care and Education inspections.

Helen Allison is in a strong position to welcome a new Principal. They will have an exciting, driven and friendly team behind them. The school is reflective and always looking to what more can be achieved for our pupils so this already strong school will evolve smoothly under new leadership and new ideas.

We are looking to appoint an inspirational Principal who has a passion for giving all children the best possible education and who would be excited to lead the next phase of our development. We have an outstanding reputation, have achieved a huge amount and are ambitious for the future. First and foremost, we are determined to do the very best for our pupils and their families. This is an exciting opportunity to join a great team both within the school and the wider charity and receive excellent training, support and networking opportunities. Join us as we continue to secure excellence for our inspirational pupils.

Please see our school [website](#) for more information about the school and what we do.
NAS structure

Board of Trustees

Chief Executive

Company Secretary

Centre For Autism
- Accreditation
- The Luna Wing Centre
- Training, Consultancy & Conferences
- Research, Monitoring & Evaluation
- Internal Auditor
- Nominated Individual
- Autism Knowledge & expertise
- Quality & Environment
- Autism

External Affairs
- PR & Media
- Campaigns
- Volunteering & Branches
- Policy & Parliament
- Northern Ireland
- Membership & Marketing

Finance
- Financial Planning & Analysis
- Statutory & Financial accounting
- Property
- Programme Management
- Contracts

Adult Services
- England
- Wales
- Northern Ireland
- Transitions & Transition

Education
- England
- Scotland
- HR Systems
- Recruitment & welfare planning
- School improvement
- Education Development

Human Resources
- People Management
- Commercial Development

Fundraising & Commercial Development
- CRM & Data Services
- Corporate Development
- Individual Giving
- Gifts

Scotland
- Operations
- Campaigns
- Prospects

Governance
- Procurement
- IT service & Operations

Information Technology
- ICT
- Business System Development
- Data Protection
- Education IT & Assisted Tech
About the National Autistic Society Schools

The NAS currently runs 8 schools.

Five of our schools have an independent status. Our independent schools are funded by individual fees paid by local authorities and governed by our board of Trustees. Many of the regulations and conditions that apply to state-funded schools do not apply to independent schools.

**Daldorch House School**

NAS Daldorch House School in South Ayrshire offers fully individualised care and education to children with autism aged 8 to 21. Their tailored mix of care and support provides their pupils with a stepping stone into a positive future.

**Helen Allison School**

NAS Helen Allison in Kent is a positive, friendly school that’s been bringing out the best in children and young people with autism aged 5 – 19 with autism for over 40 years. They provide a stimulating, high quality day education and residential services that helps each child reach their full potential.

**Radlett Lodge School**

NAS Radlett Lodge School in Hertfordshire is a warm and welcoming day and residential school for children and young people with autism aged 4 -19. The school works hard to make sure that their pupils have the best education, the best opportunities, and the best start in life.

**Robert Ogden School**

NAS Robert Ogden School in Yorkshire opens up the world to each child and young person with autism, with a huge range of facilities and opportunities including enterprise. The school offers day and residential placements for pupils aged 5 -19.

**Sybil Elgar School**

NAS Sybil Elgar School, our first school which opened 50 years ago in Middlesex, has a creative approach and performing arts specialism which helps every child and young person with autism learn and develop. They have an international reputation for innovation and a progressive approach to education. The school offers day and residential placements for pupils aged 4 to 19.

*Until everyone understands*
NAS Anderson School in Chigwell, Essex, will open in September 2017 to autistic students aged 11-19. The school is purpose built autism-specific, focusing on young people’s futures and putting skills for life at the heart of the curriculum. Situated on our 13-acre Enterprise Campus, the school’s facilities will also include our National Inclusion and Development Centre, sixth form centre, workshop and training facilities and indoor and outdoor sports facilities.

Two of our schools are free schools and are run through The National Autistic Society Academy Trust (NASAT). These are both local day schools with a catchment area of about 45 minutes travelling time. Free schools have a local governance body and Board of Directors.

Our two free schools are:-

**Church Lawton School**
NAS Church Lawton School in Cheshire believes in academic excellence. In their specially designed environment for children with autism, children between 4 – 19 will build on their strengths, learn with confidence and enthusiasm and achieve the very best they can.

**Thames Valley School**
NAS Thames Valley School in Reading helps students aged 5 – 16 with autism build on their strengths, learning, confidence and enjoyment. Their aim is to respond to the needs of each of their students, helping them to grow in confidence and achieve

**NAS Cullum Centres in Surrey**
Four purpose-built specialist centres the National Autistic Society (NAS) and Surrey County Council have opened within mainstream secondary schools the area. The centres provide specialist support from trained staff, such as learning in small groups and therapies, and a calm setting to retreat to. The NAS Cullum Centres will be operated by the individual mainstream schools and pupils will spend the majority of their lesson time in the mainstream school itself. Every NAS Cullum Centre will follow MyProgress®, The National Autistic Society’s methodology to an autism-specific education.

**Future developments**

NAS Vanguard School in Lambeth, due to open in 2018, will provide a curriculum offer for students from across the spectrum who have a range of learning needs. The school will provide opportunities for the development of a wide range of independent living skills and will have a focus on community inclusion.
Our offer

We are specialists. We provide support and education for young people with autism and we are focused on their progress. MyProgress® is the name of The National Autistic Society’s schools offer.

With MyProgress®, children and young people will have the best start in life because every aspect of their care and education is tailor-made for them. MyProgress® guarantees that children and young people will use approaches that The National Autistic Society has tried and tested over many years: we know that they make a difference.

Teachers’ works with speech therapists, psychologists and, of course, parents to assess all areas of development. This helps everyone understand strengths and needs.

Every term:

<table>
<thead>
<tr>
<th>My ability profile</th>
<th>My ability profile demonstrates the unique way autism impacts on individuals and learning styles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyProgress® meeting</td>
<td>MyProgress® meeting identifies what the school and family can do to build on strengths and interests and support in the things found difficult.</td>
</tr>
<tr>
<td>MyProgress® plans</td>
<td>MyProgress® plans sets out academic, social and independence targets and says how the curriculum and timetable are going to be tailored to meet individual needs.</td>
</tr>
<tr>
<td>MyProgress® curriculum</td>
<td>MyProgress® curriculum puts significant emphasis on social communication skills, community based learning and enterprise. The curriculum is delivered using the NAS SPELL philosophy that includes a blend of autism-specific interventions.</td>
</tr>
<tr>
<td>MyProgress® file</td>
<td>MyProgress® file provides evidence of my achievements across academic (eg literacy), social (e.g. turn taking), emotional (e.g. managing emotions), and independence (e.g. caring for myself) aspects of learning.</td>
</tr>
</tbody>
</table>
**MyProgress® report** measures how individuals are doing against targets by rating progress red, amber or green. Achievements in green are celebrated and teachers develop an action plan to help improvement in those areas rated red.

An important outcome of MyProgress® is ensuring that children are ready to move on to the next stage in their life. We work closely with families and pupils and our transition coordinator to create a **My Transitions Passport**. This document describes pupils' skills, interests and aspirations and other key information to provide a clear plan for his or her future and lifelong learning.

We provide a balance of a modified national curriculum and autism specialist curriculum tailored to meet individual needs. All students are respected and encouraged to develop their strengths and wellbeing.

We focus on developing functional academic, social communication, independent living and emotional regulation skills that allow our students to become independent adults who are included in their local community. They will be tailored to address local need and gaps in local provision.

The appropriate inclusion or integration of students into mainstream is an important stepping stone towards people with autism being fully included as valued members of their local community. It also promotes equal opportunities.

However, autism is a spectrum condition and requires a continuum of provision. Our specialist schools are part of that continuum of provision and local offer. Where a young person's needs cannot be met full time in mainstream, they will benefit from access to more specialist support. Our schools put significant emphasis on community-based learning and shared activities with partner schools that promote their inclusion into their local community.
Job advertisement

Job title: Principal
Location: Helen Allison School, Longfield road, Meopham, Kent, DA13 0EW
Salary: £69,725 - £82,560 plus £5,166 (residential allowance) per annum
Contract: Permanent Full Time

Who we are:
We are the UK’s leading autism charity. Since we began over 50 years ago, we have been pioneering new ways to support people and understand autism. We continue to learn every day from the children and adults we support in our schools and care services.

Based on our experience, and with support from our members, donors and volunteers, we provide life-changing information and advice to millions of autistic people, their families and friends. And we support professionals, politicians and the public to understand autism better so that more autistic people of all ages can be understood, supported and appreciated for who they are.

Until everyone understands.

Who we are looking for:
This is an exciting opportunity for a passionate and inspirational leader within specialist education to lead the way in transforming the lives of young people on the autism spectrum and develop a true community school which is linked with community groups, parents, local authorities, and other schools in the region.

You will:
- Embrace the changing landscape in specialist education and oversee the development and operational management of the school with the support of the UK’s leading charity for people with autism.
- Create a distinctive culture and philosophy so that from the moment a person enters the building they will know this is a school where pupils are respected, achieve beyond what is expected, are empowered to make positive choices about their own lives and have rich and varied experiences.

To be considered for this role, you will need to be able to demonstrate strong leadership qualities (including those of innovation and vision), as well as demonstrating specialist ASD knowledge (through experience and practice).

Hours of work:
200 days inclusive of 10 non pupil training days (1 week autism specific and 1 week INSET). Normal hours may be varied to meet the changing needs of the school. There may be occasions when additional hours are necessary to meet specific or special requirements.

What we can offer you:
- Excellent induction, training and development programme including Autism specific interventions and NAS conference opportunities
- Reflective supervision, mentoring and coaching
- 24 hour access to online training
- Online staff discount scheme for a range of benefits(e.g. childcare voucher and cycle to work schemes)
- Access to a 24 hour Employee Assistance counselling programme
- Teachers’ Pension scheme
• Annual leave entitlement of 12 weeks inclusive of bank holidays
• Career progression opportunities

How to apply:
• To apply for this role please click here and complete the online application form.
• When completing the supporting statement, please refer to the job description and person specification and highlight any information that shows your suitability for the role.
• For more information about this job please email Dr Khursh Khan – Head of School Improvement & Operations on Khursh.khan@nas.org.uk

Closing date: 3rd September 2017

Interview date: 15th September 2017

Applications for this job are sought from anyone who is suitably qualified and experienced for the role but particularly welcome from those with a diagnosis of autism or Asperger syndrome.

The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment. Successful applicants will be required to complete the relevant safeguarding checks.

Charity number 269425 (England and Wales); SC039427 (Scotland)

We are an equal opportunities employer.
# Job description

## Principal

<table>
<thead>
<tr>
<th><strong>Division:</strong> Education</th>
<th><strong>Reports to:</strong> NAS Executive Director-Education</th>
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<tbody>
<tr>
<td></td>
<td><strong>Works closely with:</strong> NAS Head of School Improvement &amp; Operations</td>
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</table>

### Why

**Job summary:**
Provide professional leadership, vision, direction and management of the school; leading, motivating and inspiring a staff team to work together to provide the highest standard of autism specific education. To establish a culture that promotes excellence, equality and high expectations of attainment for all pupils so that they are empowered to make positive choices about their own lives.

### Principal accountabilities:

#### Creating the future:
- Lead the strategic direction of the school.
- Understand the inclusive and community focused vision for the school and work with parents, Directors and wider NAS to ensure the vision is shared across all stakeholder groups.
- Translate the school vision into an operational plans.
- Create a learning culture within the school.
- Share and support good autism practice across the community.

#### Leading teaching and learning:
- Keep up to date with current innovations in autism practice.
- Ensure autism practice is effective and evidence based and matches the needs of all pupils.
- Monitor, evaluate and review classroom practice and also the delivery of the after school enrichment curriculum.
- Ensure that information and data is used to drive improvement and track pupils’ progress.
- Challenge under performance at all levels.

#### Develop self and working with others:
- Develop and maintain effective systems and procedures for staff induction, professional development and performance review.
- Establish partnerships with local schools and community groups to ensure maximum inclusion opportunities for all staff and pupils and in-reach opportunities for partners.
- Develop, model and maintain a culture of high expectation.

#### Securing accountability:
- Ensure the safeguarding and welfare of all pupils.
- Ensure staff accountabilities are clearly defined, understood and agreed.
- Work with the Executive Director of Education to ensure that the school meets all statutory responsibilities.
### Managing the organisation:

- Produce and implement evidence based improvement plans and policies.
- Recruit, retain and deploy staff appropriately.
- Ensure that the needs of all pupils are met through an organisational structure that reflects the vision, values and aims of the school.
- Work closely with the Executive Director of Education and the Business Manager to plan business development, marketing, income generation and planned expenditure as well as effective management systems and practices to ensure value for money and improved school and service standards in line with targets.
- Work in partnership to provide leadership and direction for the financial and business growth and financial success of the school.
- Work closely with local authorities to identify students who will benefit from placement at the school.

### Strengthening the community:

- Work collaboratively with other schools, colleges, community groups and stakeholders to respond to needs and enable inclusion.
- Support and promote good autism practice across the wider community and stakeholder groups.
- Engage with parents so that they are empowered to take a key central role in supporting learning in the school.

Job descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role.

Reviewed July 2017

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Executive Director: Education.
# Principal Person Specification

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<th>Qualifications:</th>
<th>Essential</th>
<th>Desirable</th>
<th>How Assessed</th>
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<tbody>
<tr>
<td>First degree or equivalent.</td>
<td>X</td>
<td>A</td>
<td></td>
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<tr>
<td>Qualified teacher status.</td>
<td>X</td>
<td>A</td>
<td></td>
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<tr>
<td>Higher degree or equivalent of further study.</td>
<td>X</td>
<td>A</td>
<td></td>
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<tr>
<td>Additional qualifications in Special Educational needs</td>
<td>X</td>
<td>A</td>
<td></td>
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<tr>
<td>Ongoing participation in a range of relevant in-service training.</td>
<td>X</td>
<td>A</td>
<td></td>
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<tr>
<td>Recent and relevant management development / training / continuing Professional Development.</td>
<td>X</td>
<td>A</td>
<td></td>
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<tr>
<td>Experienced Head teacher with registration for or completion of NPQH</td>
<td>X</td>
<td>A, R</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Teaching and Management Experience:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Substantial experience as a Principal of a SEN/Autism specialist School</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Previous senior leadership experience at Deputy Headteacher level or above.</td>
<td>X</td>
<td>A, I, R</td>
<td></td>
</tr>
<tr>
<td>Extensive knowledge of a range of Special Educational Needs including autism</td>
<td>X</td>
<td>A, I, R.</td>
<td></td>
</tr>
<tr>
<td>Excellent track record of successful leadership of significant school improvement strategies.</td>
<td>X</td>
<td>A, I, R.</td>
<td></td>
</tr>
<tr>
<td>Experience of monitoring school performance at every level.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Experience of setting challenging school targets.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Experience of working positively with Trustees and/or serving on a Governing Body</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Experience in leading educational projects, innovation, strategic planning and financial management.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Proven track record of successfully working with local authorities.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Experience of managing an autism specialist provision in either a mainstream school or special school</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Experience of teaching children and young people across the autism spectrum</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Ability to plan effectively from a range of evidence regarding school improvement.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>In-depth understanding of assessment theory and practice.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Understanding of effective teaching and learning strategies.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of effective teaching and learning strategies for children and young people with autism</strong></td>
<td>X</td>
<td>A, I, R</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding of the fundamental importance of personalised learning.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Evidence of the ability to embrace and manage change.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Successful establishment of links with the local community and external partners.</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Experience of business development and generating income</td>
<td>X</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Ability to manage and allocate resources and budgets</td>
<td>X</td>
<td>A, I, R</td>
<td></td>
</tr>
</tbody>
</table>

**Personal and Professional Skills and Attributes:**

| Outstanding leader, committed to distributive leadership and teamwork. | X | A, I |
| A passionate commitment to the academic, personal and social development of children and families. | X | A, I |
| The skills and experience to set and manage budgets, strategic planning, HR management and Business skills | X | A, I |
| Excellent interpersonal, communications and organisational skills. Approachable and supportive. | X | A, I |
| Ability to involve and maintain strong and positive relationships with the community. | X | A, I |
| Actively seeking new approaches, ideas and challenges. Be willing to be innovative and to take risks. | X | A, I |
| Ability to think and act strategically and work collaboratively as part of the National Autistic Society. | X | A, I |
| Committed to community engagement and inclusion | X | A, I |
| To be able to present papers at Conferences, represent the NAS at a range of events, market the NAS and act as a representative of the NAS. | X | |
| To be able to work collaboratively with NAS Principals, LA’s, parents, employers, local schools and other stakeholders | X | |
| Committed to the involvement of parents as partners in the education of their children | X | A, I |
| To be able to work with the media (Television, Radio and Social media) to promote the school and the NAS. | X | |
| Evidence of a thorough understanding of safeguarding and safer recruitment procedures | X | A, I, R |

A- Application Form, I – Interview, R - Reference,
## Terms and conditions of Employment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data protection</td>
<td>We will process the information or data you give on this form and hold it on computer and on your personal records if you are appointed. We may process the information or data for the purposes of monitoring, statistical analysis and to keep accurate employment records. By returning this form, you will be giving your explicit consent to the processing of the data in it, including anything that may be considered to be sensitive personal data by The National Autistic Society – who is your employer.</td>
</tr>
<tr>
<td>Salary</td>
<td>Payment is made by bank credit transfer. Salary is paid monthly in arrears on or around the 28th of each month.</td>
</tr>
<tr>
<td>Safeguarding</td>
<td>The post holder must be committed to safeguarding the welfare of children. This post is subject to satisfactory enhanced disclosure and barring service check.</td>
</tr>
<tr>
<td>Medical Clearance</td>
<td>The successful candidate will be required to complete a Function Based Health Assessment Questionnaire; this is for the purposes of assessing whether any reasonable adjustment can be made to enable you to undertake your role.</td>
</tr>
<tr>
<td>References</td>
<td>Professional/Employment – please provide the names of TWO referees who are known to you in an employment/professional relationship. You should include your Manager from your last employment. In addition references will be sought from all previous education or healthcare sector employers.</td>
</tr>
<tr>
<td>Notice</td>
<td>Notice Period is based on Teacher’s terms and conditions</td>
</tr>
<tr>
<td>Working Arrangements</td>
<td>You will be required to work 200 days inclusive of 10 non pupil training days (1 week autism specific Training and 1 week INSET days) per annum. This will be worked in accordance with your school terms as defined by the LGB and advised annually in advance. Note: Normal hours may be varied to meet the changing needs of the school. There may be occasions when additional hours are necessary to meet specific or special requirements.</td>
</tr>
<tr>
<td>Leave</td>
<td>The dates of your School terms/individual work programmes will be defined by the Executive Director of Education and advised annually in advance. Outside term time you will be considered to be on holiday unless agreed by your line manager Holiday pay is in accordance with your normal working basic contractual pay.</td>
</tr>
<tr>
<td>Pension Scheme</td>
<td>Qualified Teachers will be entered automatically into the Teachers’ Pension Scheme on joining, subject to eligibility.</td>
</tr>
<tr>
<td>Probation</td>
<td>All employees have a standard probationary period of six months.</td>
</tr>
<tr>
<td>Sick Pay</td>
<td>First six months of service (or until completion of satisfactory probation period) - Statutory Sick Pay (SSP) After 6 months service: 3 months full pay and 3 months half pay</td>
</tr>
<tr>
<td>Travel and Subsistence for Interview</td>
<td>Candidates for interview will be entitled to travelling and subsistence expenses, the details of which can be given on request</td>
</tr>
</tbody>
</table>