



## INFORMATION FOR PROSPECTIVE STAFF







Lucia Santi, Head of School

## CONTINUING PROFESSIONAL DEVELOPMENT

Continuing professional development is a top priority at The Grove. As part of a Trust organisation, we are able to draw on some of the benefits available through our partner school, such as, access to the Improving Teaching Program, Outstanding Teacher Program and the National Qualifications for Middle, Senior leaders and Headteachers. We also encourage staff to develop their own practice through Individualised coaching programs.

In addition, we provide an annual in-house training programme for all staff, which aims to develop and enhance specialist skills in autism practice and in current education thinking and practice so that we can provide our youngsters with the highest quality staff.

## INITIAL TEACHER TRAINING

At The Grove we are passionate about training teachers. We offer a full support package to trainees which focuses on high-quality mentoring and in-school training. We have experience of successfully supporting teachers through a range of programs working with partners such as School's Direct and the Institute of Education.

## WHY WORK HERE?

The Academy Trust offers its entire staff a range of benefits including:

**Appraisal**  
The opportunity to achieve enhanced increments for outstanding achievement and progress in lessons. We do not grade lessons; rather look holistically at a range of evidence to appraise staff.

**Employee Assistant programme**  
Free confidential information, support, counselling and advice – 24 hours a day.

**Cycle to Work scheme**  
Loan a bike and safety

equipment as a tax-free benefit – saving on tax and NI.

**Computer scheme**  
IT equipment – saving on tax and NI.

**Childcare vouchers**  
Employees are exempt from paying tax and NI. You could save up to £100 per month.

**Eye care vouchers**  
Employees using a VDU can apply for a free eye examination.

**Employer pension contribution**  
Teachers' Pension scheme (Teachers).

## ETHOS & BEHAVIOUR

The Grove has a strong and powerful ethos.

There are three key messages that permeate through our school and drives everything we do. We aim to **Inspire Excellence** for all, **Challenge the Potential** that everyone has to achieve the best they can and **Empower** that **Learning** through our school community so all stakeholders are equipped with the skills and knowledge to achieve their aspirations.

Our vision and school culture is important to us and we revisit this frequently with stakeholders to ensure there is commitment and consistency in our approach to achieving this.

We believe a strong ethos and high moral values are the key to good progress and outcomes for our school community. These are captured in the Trust's **SEARCH** for Success ethos where we recognize a set of values which include; **Support, Empathy, Acceptance, Resilience, Compassion and Honesty.**

Visitors to the school regularly comment on the calm, happy and purposeful atmosphere around the school, something we pride ourselves on.

## PLAN ON A PAGE

The Grove – 3 Year School Improvement Plan on a Page 2018–2021		
Priority 1: to achieve at least a good Ofsted rating at first inspection	2. To ensure the highest standards in personal development, behaviour and welfare for students	3. To ensure a broad curriculum for students supported by high quality teaching and learning
<p><b>1.1 Ensure a high quality curriculum that inspires learning and is tailored to meet all student's needs;</b></p> <p>Ensure the Post 16 curriculum provides high quality work experience and draws on extensive links with the community.</p> <p>Provide a comprehensive life skills curriculum that builds on functional and independent skills tailored to individuals and is tracked systematically from individual's starting points.</p> <p>Embed the SCERTS programme across the school and ensure high quality, on-going training for staff.</p> <p>Ensure high quality enrichment programme through a school's extended day service which meets needs locally.</p> <p>Ensure opportunities to develop reading, writing and maths are explicit throughout the curriculum.</p> <p><b>1.2 To ensure high quality teaching and robust assessment systems facilitate outstanding learning and progress for students;</b></p> <p>Develop a whole school consistency around language and communication.</p> <p>Ensure a school wide approach to autism teaching strategies which is evidence based and supported by research.</p> <p>Ensure there is a strong CPD programme which promotes a school wide culture to shared good practice.</p> <p>Embed an evidence based assessment approach that demonstrates individual progress as measured from baseline at entry and year on year, informs planning and interventions and demonstrates progress matched to EHCP outcomes.</p> <p>Ensure planning and teaching is motivating and 'hooks' student engagement, taking account of academic progression &amp; personal skills</p> <p><b>1.3 Leadership and management is highly effective at all levels;</b></p> <p>Embed the school's culture and ethos to ensure a consistent approach where every stakeholder understands their contribution.</p> <p>Ensure there is rigorous self evaluation supported through external validation processes.</p> <p>Ensure a cycle of monitoring, review and evaluation supports leaders and governors to challenge and support the work of the school.</p> <p><b>1.4 Ensure there are robust systems and procedures in place to promote safety and wellbeing within the Grove community;</b></p> <p>Embed all safeguarding practices through a relentless approach to training and information sharing and ensure robust systems are in place to monitor and review its success.</p> <p>Ensure effective training and support for behaviour is implemented and understood consistently through the school and amongst stakeholders and that review cycles are robust and inform practice.</p> <p>Ensure the promotion of health and wellbeing is intrinsic to the school wide curriculum and practice for all stakeholders.</p>	<p><b>2.1 Ensure an integrated multi-agency approach is fully implemented to enable high quality outcomes for learners;</b></p> <p>Develop a multi-agency approach to safeguarding student progress and well-being.</p> <p>Ensure the recruitment of a high quality multi-disciplinary team.</p> <p><b>2.2 To provide a high quality outreach service which supports autism practice across the borough;</b></p> <p>Develop a high quality outreach team.</p> <p>Embed annual training calendar to be extended across the borough for professionals.</p> <p>Create a tiered outreach service to meet the needs of stakeholders across the borough and beyond.</p> <p><b>2.3 To develop a range of partnerships for both research and current thinking to inform and strengthen practice in the school;</b></p> <p>Foster partnerships with outside agencies who specialise in autism research and practice.</p> <p>Provide opportunities for staff to run school wide studies as part of further study in education and autism.</p> <p><b>2.4 To provide high quality training and support for all staff, parents &amp; stakeholders including borough wide;</b></p> <p>Develop a comprehensive family support team which links to multi-agency working.</p> <p>Develop a central support network hub for parents within Haringey.</p> <p>Embed high quality training and support services for all stakeholders to support young people with autism.</p>	<p><b>3.1 Ensure new school site provides a high quality environment which facilitates and supports the highest outcomes for its students;</b></p> <p>Ensure high quality teaching spaces and outside spaces reflect the wide ranging needs of learners.</p> <p>Ensure high quality furniture and equipment reflects the requirements and needs of the learners and curriculum.</p> <p>Ensure IT resources meets requirements of students and the curriculum.</p> <p><b>3.2 Ensure high quality staff team;</b></p> <p>Implement recruitment strategy to plan for year on year increase of staff remains high quality.</p> <p>Ensure clear opportunities for progression to enable the retention of high quality staff.</p> <p><b>3.3 To ensure a successful approach to marketing which places the school firmly within the local community and beyond;</b></p> <p>Ensure the school website and social media platforms reach all stakeholders and provides effective information and is readily accessible for all.</p> <p>Ensure accurate and clear information is readily available for new families, and an effective programme for a range of transitions both into school and for moving on.</p>

NURTURING  
SUCCESS THROUGH  
LIFE FOR YOUNG  
PEOPLE WITH  
AUTISM



## Filling in the application

It is essential that a fully completed application form is submitted using our online service. Heartlands Community Trust will not accept CVs. It is recommended that you retain a copy of your application form, so you can refer to it if you are invited for an interview.

The main sections of the application form ask for various information relating to your work, educational and personal history. This information allows your application to be fully assessed against the criteria/competencies required for the job role. When completing the application, you should provide your entire work history, including a description of any gaps in employment. In addition, outline your skills, qualifications and any notable awards. These can be selective, and you only need to provide those you consider relevant to the job you are applying for.

Application forms should be submitted with a letter of application (no more than two pages) which addresses the person specification explaining why you are applying for this post and how your experience, skills, training and personal qualities match the requirements of the role as set out in the job description and person specification.

## Safeguarding and Child Protection

Heartlands Community Trust is committed to safeguarding and promoting the welfare of children and young people, and applicants

for vacant posts are expected to share this commitment.

If you are offered a job, the offer will be conditional on satisfactory pre-employment checks. These will include: Identity checks, Right to work in UK, References, Prohibition check (Teachers only), Qualifications check, details of any capability procedures in the previous two years, pre-employment health check and Barred List check.

Under the Criminal Justice and Court Services Act 2000, it is a criminal offence if an individual who is disqualified from working with children knowingly applies for, offers to do, accepts or does any work with children.

## Criminal Record and Disclosure and Barring Service

The post holder will be exempt from the Rehabilitation of Offenders Act 1974.

Current convictions and criminal offences should be declared on the application. You will be required to declare all past convictions, including spent ones.

You will be required to bring a written disclosure statement in a sealed envelope to interview.

If you are appointed, you will be required to complete a DBS check. Any information received from the DBS will be treated in the strictest confidence. Having a criminal record will not exclude you from appointment, unless it is considered that the conviction renders you unsuitable to work with children.

## Referees

Please provide details of two referees, one of whom should be your present/most recent employer. References will not be accepted from relatives or friends. References are requested for all shortlisted candidates unless you specifically request us not to do so. Open references will not be accepted.

## Declaration of Relationships

Heartlands Community Trust asks that all potential employees highlight any relationships to school governors or employees to ensure all applicants are treated fairly.

## Applicants with a disability

If you are an applicant with a disability, please tell us in your application. If a disabled applicant meets all the essential criteria of the person specification, the applicant will be short listed for an interview. Telling us in advance means that we can make any reasonable adjustments at interview.

## Equal Opportunities

Our Equal Opportunities Monitoring section ensures the process is fair, it is not seen by anyone involved in selection.

## Language requirement

Some roles are covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English will be an essential requirement.

## Enquiries

For any enquiries relating to the job role, please email [HR@heartlands.haringey.sch.uk](mailto:HR@heartlands.haringey.sch.uk)

CHAMPION  
POTENTIAL

EMPOWER  
LEARNING

INSPIRE  
EXCELLENCE

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