



**Ambitious
about Autism**



**TreeHouse
School**

Recruitment Information Pack

TreeHouse School Governing Body



Contents

		Page
	Introduction from, Chair of TreeHouse School Governing Body	3
1.	About Autism	4
2.	About Ambitious about Autism	4
3.	Our Vision, Mission, Values and Aims	5
4.	About Treehouse School	6
5.	Ambitious about Autism Governance structure	7
6.	Role description and specification	8
7.	Terms and Conditions	10
8.	Indicative Timetable	10
9.	How to Apply	10
10.	Equality and Diversity Monitoring Form	11

If you, or someone you know would like this publication in an email, in Braille, large print, Easy Read transcription or audio tape, please contact:

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Email: jadamides-vellapah@ambitiousaboutautism.org.uk



Introduction from Philippa Stobbs, Chair of Governing Body

Thank you for your interest in becoming a Governor of TreeHouse School.

TreeHouse School is an outstanding non-maintained special school for children and young people with autism aged 4 to 19 years and is a happy and vibrant community where children and young people with autism learn, thrive and achieve.

We are based in the Pears National Centre for Autism Education in North London and the School is run by Ambitious about Autism, the national charity for children and young people with autism. The charity runs services, works to increase awareness and understanding of autism and campaign for change.

We are proud of the school's achievements but striving to empower our pupils to make even more progress and to gain the skills and confidence to transition to an active and rewarding adult life as part of their community. All of our pupils have an education, health and care plan and their places are funded by local authorities. We support pupils with complex needs from across London and the Home Counties.

Our School is lead by a Headteacher and supported by two Deputy Headteachers. Our children are supported by a multi-disciplinary team of teachers and allied health professionals to achieve their personalised best plans and some are able access the national curriculum and achieve their personalised plans. Our children and young people's progress is robustly evaluated and challenged and we work in partnership with academic bodies and partners to develop and share our model and practice.

Governance is key in supporting and challenging the school to achieve the best it can, and ensure outstanding progress for its pupils. We are seeking three new governors with shared values, skills and commitment to serve on the Governing Body. We are seeking a parent/carer of a pupil, a member of the local community and a person with relevant experience from a local authority background.

This challenge is both exciting and significant and I hope very much that you will consider this opportunity to contribute to our future and the lives of young people with autism.



Philippa Stobbs
Chair of Governing Body

1. About Autism

Ambitious about Autism is committed to making the ordinary possible for children and young people with 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. Children with autism face many barriers, these include a lack of understanding of their needs and how to meet them, a lack of good quality services and opportunities to have their views taken into account.

As a result 4 in 10 children with autism have been excluded from school and 40% are bullied and only 16% of people with autism work full-time and 60% remain dependent on their families for the rest of their lives, Many families struggle to support their child and live in poverty and feel isolated.

This must be addressed with urgency if we are to stop the wasted opportunities for these children, their families and our society.

2. About Ambitious about Autism

Our History

Ambitious about Autism is the national charity for children and young people with autism.

The Charity was established in 1997 by a group of families of children with autism concerned at the lack of appropriate provision for their children. They set out to establish a school that would support their children to learn, thrive and achieve positive outcomes. In 2005 the charity merged with The Parents' Autism Campaign for Education (PACE) and extended its activities into research, parent participation, policy and campaigning. Following a major capital fundraising campaign and a series of temporary locations and premises, the school and the charity moved into purpose built accommodation in 2008, together creating the Pears National Centre for Autism Education.

Having delivered on the charity's founding mission, the charity is now implementing its strategy to ensure the continued development and sustainability of services and significantly increase the charity's reach and impact on the lives of children and young people with autism.



3. Our Vision, Mission, Values and Aims

Our Vision. Our ambition is to make the ordinary possible for children and young people with autism.

Our mission. Ambitious about Autism exists to help children and young people with autism to learn, thrive and achieve.

Our Values

Children and young people with autism are at the centre of all that we do: their well-being and safety is our number one priority.

Children and young people with autism are at the heart of all that we do, that's why:



► We are ambitious

We invest in our people and aim high to make sure our work has the biggest impact for children and young people with autism and their families.

► We value difference

We know that creating equal opportunity does not mean one size fits all. We aim to make ourselves accessible to children and young people with autism across the spectrum, from all communities and backgrounds.

► We are open

We strive to be open – open to new ideas, open in how we work and open in how we make decisions.

► We are team players

Collaborative working and building strong partnerships are essential if we are to make the ordinary possible for children and young people with autism.

► We are experts

We respect and develop the expertise of our talented staff and make sure that we are evidence-based, rigorous and accountable in everything we do.

Our aims

1. **More and better services** that meet the needs of children and young people with autism effectively
2. **Greater awareness and understanding of the needs** of children with autism and how best to meet these needs
3. **Policy at national and local level** that takes into account the needs of children with autism

4. About TreeHouse School

TreeHouse School is an outstanding non-maintained special school inspected by Ofsted. It is run by Ambitious about Autism, the national charity for children and young people with autism. Based in the heart of a thriving community in North London, it educates pupils with complex autism aged 3 to 19 from across London and the Home Counties.

TreeHouse School provides specialist and integrated education and support to enable pupils to learn, thrive and achieve. Pupils are supported by the school's own highly skilled team of qualified teachers, behaviour analysts, speech and language therapists and occupational therapists working together to enable them to achieve outstanding outcomes.

The school works hand-in-hand with parents and carers, local schools, community groups and employers to maximise opportunities for pupils to enjoy and succeed in their learning at school and to transition to a fulfilling and rewarding adult life.

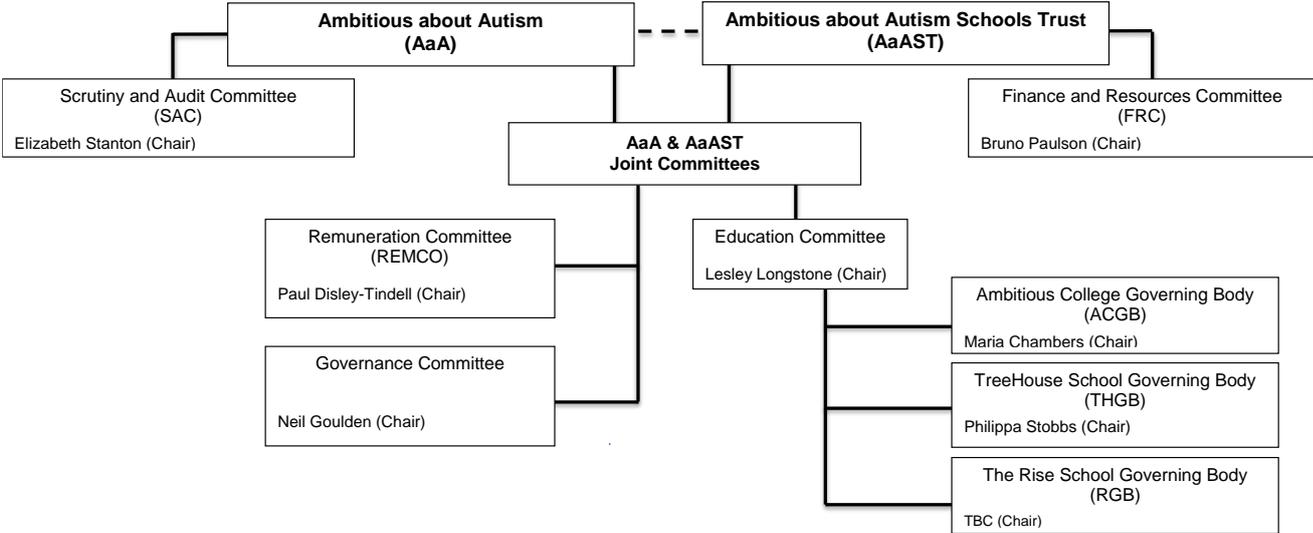
TreeHouse School Governing Body

The overall purpose of the Governing Body is to support Ambitious about Autism's Board of Trustees in ensuring the school provides an outstanding education for its pupils and complies with relevant legislation and best practice. The Governing Body operates under agreed Terms of Reference. The Chair of the TreeHouse Governing Body is also a Trustee of Ambitious about Autism to ensure there are good links.

The current members of the Governing Body are listed and their profiles can be found at <http://www.treehouseschool.org.uk/content/our-governors>

Philippa Stobbs	Chair
Beverley Brewer	Parent
Martyn Craddock	Parent
Amy Aristodemou	Staff
Ashleigh Farrugia	Staff
Ann Waters	Local Authority
Marjolein de Vries	Community
Paul Williams	Associate
Kerry Sternstein	Headteacher
Tracey Capstick	Deputy Head
Maria Chambers	Director of Education
Jolanta Lasota	Chief Executive

5. Ambitious about Autism Governance Structure



Ambitious about Autism Board of Trustees

The Board of Trustees has overall responsibility for the governance of Ambitious about Autism. It consists of individuals who have the skills, competencies and perspective needed to govern the organisation and includes a number of parents of children with autism. Biographies of our Trustees are available at www.ambitiousaboutautism.org.uk



6. Role description and person specification

Governor responsibilities:

All Governors are expected to play their part in contributing to the overall work of the Governing Body. Our main aim is to support the school in raising standards for all pupils.

This involves:

- providing a strategic view for the school
- acting as a critical friend
- ensuring accountability.

Duties and Key responsibilities

Each individual Governor has a responsibility, working alongside other members of the Governing Body, to pupils, staff of the school and the wider community. Although some Governors may have a particular perspective and experience (e.g. parent/carers or community), they are not delegates of that group and act in the interest of the school.

The overall purpose of the Governing Body is to support the Board in ensuring effective oversight of TreeHouse School by:

- determining aims and priorities of the school
- setting targets (statutory and where appropriate)
- monitoring and evaluating the work of the school
- securing high levels of attendance
- ensuring that all children in the school have access to a broad and balanced curriculum which is suitable to age, aptitude and ability, which prepares them for adult life
- ensuring the health and safety of pupils and staff.

In order to meet these responsibilities in an efficient and effective manner, the Governing Body will work with the leaders within the school. This reduces the focus on individual Governor Responsibilities while allowing a more strategic overview and evaluation of school performance for the full Governing Body.



TreeHouse School Governor Person Specification

For Parent Governor:

- Must be a current parent/carer of a pupil of TreeHouse School.

For Community Governor:

- Must be resident or active in the community served by the school.

For Local Authority Governor:

- Should be an employee or Councillor serving in a local authority in London or the Home Counties.

Person specification

Requirements		Essential	Desirable
1.	Knowledge and understanding of autism and/or other learning disabilities and the issues that face young people and their families	X	
2.	Ability to participate actively in group decision making	X	
3.	Ability to represent the charity and school internally and externally	X	
4.	Ability to attend evening meetings and one full day meeting	X	
5.	Ability to commit to at least one day per month to the school, over a number of meetings	X	
6.	Experience of working in a committee/board		X
7.	Knowledge and understanding of the educational and/or children's environment, policy and law.		X



7. Terms and Conditions

The role of the Governor is voluntary. Governors are re-reimbursed all reasonable related expenses in accordance with the expenses policy, including travel, subsistence and child-care. This role is estimated to take one day per month, as a Governor you will need to attend meetings, monitoring visits, and events.

The Governing Body meets at least six times a year and includes the strategy day. Five of the meetings take place between 4:15 to 7:15pm and the strategy day is all day.

8. Indicative Timetable

All applications will be acknowledged. All shortlisted candidates will be invited to an interview W/c 4 February 2019 at TreeHouse School.

Stage	Timescale
Role advertised	07 January 2019
Deadline for applications	27 January 2019
Short-list meeting	W/c 28 January 2019
Interviews and tour of school	W/c 04 February 2019

9. How to Apply

Please send the following to **Jonathan Adamides-Vellapah, Executive Office, Ambitious about Autism Schools Trust, Woodside Avenue, London, N10 3JA** or alternatively via email at jadamides-vellapah@ambitiousaboutautism.org.uk :

- a comprehensive CV.
- a detailed supporting statement that fully addresses the appointment criteria set out in the person specification and includes your motivation for applying for this appointment. **Please tell us if you are not available on any of the dates relevant to this process.**
- details of two referees who we would be able to contact at shortlist stage.

Please also ensure you have also completed and submitted the equal opportunities monitoring form included with this pack. The information on the form will be treated as confidential, and used for statistical purposes only. The form will not be treated as part of your application.

The closing date for applications is **27 January 2019**. The How to Apply section of the Ambitious about Autism website provides clear instructions; if, however, you have any queries in relation to the application process, or you experience difficulties uploading your application, please contact Jonathan Adamides-Vellapah on 020 8815 5145.

If you have any queries about any aspect of the appointment process, need additional information or wish to have an informal and confidential discussion, contact Jonathan Adamides-Vellapah, who will respect the privacy of any initial approach or expression of interest in this role, whether formal or informal.

10. Equality and Diversity Monitoring Form

(if not applying online)

The intention of monitoring and analysis is to establish if there are different success rates between genders, people of different sexual orientation, ages, different ethnic backgrounds or faiths, and people with disabilities. If there are differences in success rates it will enable action to be taken to ensure that no group is treated unfairly. Your answers will be treated confidentially and will not affect your application in any way.

Personal Details:

Title	Mr / Mrs / Miss / Ms / Dr / Other
Surname:	
First name:	
Age:	16-24 <input type="checkbox"/> 25-34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-54 <input type="checkbox"/> 55-64 <input type="checkbox"/> 65+ <input type="checkbox"/>
Gender:	Male <input type="checkbox"/> Female <input type="checkbox"/> Prefer not to say <input type="checkbox"/>
Gender Identity (if appropriate)	If you identify as transsexual, transgender (in that you have effected a permanent change of gender identity) or as intersex which group do you identify with? Transsexual <input type="checkbox"/> Transgender <input type="checkbox"/> Intersex <input type="checkbox"/>
Working Pattern:	Part time <input type="checkbox"/> Full time <input type="checkbox"/> Job Share <input type="checkbox"/> Other.....

Ethnic origin: Please tick against one of the following:

Asian or Asian British		Mixed	
Bangladeshi	<input type="checkbox"/>	Black and White Caribbean	<input type="checkbox"/>
Indian	<input type="checkbox"/>	Black and White African	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	Asian and White	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>	Any other mixed background	<input type="checkbox"/>
Please specify below if you wish.....		Please specify below if you wish.....	
.....		
Black or Black British		White	
African	<input type="checkbox"/>	British	<input type="checkbox"/>
Caribbean	<input type="checkbox"/>	English	<input type="checkbox"/>
Any other Black background		Irish	<input type="checkbox"/>
Please specify below if you wish.....		Scottish	<input type="checkbox"/>
.....		Welsh	<input type="checkbox"/>
		Any other White background	<input type="checkbox"/>
		Please specify below if you wish.....	
		
Chinese or Other ethnic group		Prefer not to say	
Chinese	<input type="checkbox"/>		<input type="checkbox"/>
Any other	<input type="checkbox"/>		
Please specify below if you wish.....			
.....			

Disability: Please tick against one of the following:

Do you consider yourself to have a disability within the meaning of the Disability Discrimination Act 1995?

The Disability Discrimination Act 1995 defines a disabled person as someone who has a physical or mental impairment, which has a substantial and adverse long-term effect on his or her ability to carry out normal day-to-day activities. Conditions covered may include, for example, severe depression, dyslexia, diabetes, epilepsy and arthritis

Yes No Prefer not to say

Please describe the nature of your disability

This information is provided for monitoring purposes only – if you need any reasonable adjustments you should arrange these separately.

Religion or belief: Please tick against one of the following

No religion	<input type="checkbox"/>	Jewish	<input type="checkbox"/>
Baha'i	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Buddhist	<input type="checkbox"/>	Sikh	<input type="checkbox"/>
Christian	<input type="checkbox"/>	Other	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	Please specify below if you wish.....	
Jain	<input type="checkbox"/>	
		Prefer not to say	<input type="checkbox"/>

Sexual Orientation: Please tick against one of the following

Bisexual	<input type="checkbox"/>	Gay Man/Homosexual	<input type="checkbox"/>
Gay Woman/Lesbian	<input type="checkbox"/>	Heterosexual/straight	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>		

Please indicate which media/journal you saw this position advertised in.....

Thank you for completing this form