



## **Candidate Brief**

Regional Director - Schools  
Witherslack Group

PRIVATE & CONFIDENTIAL

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## Witherslack Group

**Witherslack Group has provided inspirational education and care to children and young people, resulting in life changing experiences and countless stories of success. We are the UK's leading provider of specialist education and care for children and young people with social, emotional and mental health needs, communication difficulties (autistic spectrum conditions, Asperger's Syndrome, speech, language and communication needs) and complex learning needs.**

## Our History

Witherslack Group's history of success and sector-leading Ofsted judgements has been achieved through an ethos of high aspiration, placement stability through our 'team around the child' approach, unique in-school therapy solutions and our inspiring environments. These all combine to optimise life opportunities for children and young people, give confidence to parents and carers, and deliver unmatched value for local authorities.

Our focus on support, care and acceptance allows each young person to develop as an independent individual, equipped with the knowledge, experience and life skills to look to the future with increased confidence and aspiration. We are truly proud of the role we play in changing the lives of young people and helping them to realise their full potential.

Our people are central to everything we do - the dedicated and passionate teaching, care and therapeutic professionals who combine to create a unique and inspirational environment for every child. Their commitment and ability to genuinely connect with each child allows us to achieve long lasting outcomes and fulfil the ambitions of our young people.

The Group's schools, children's homes and integrated learning centres provide a complete day, residential and 52 week system of education and care. We also offer our young people the chance to access in-house vocational centres and further education facilities.

Most importantly though, we go the extra mile for all of our young people to ensure that their time in our schools and children's homes gives them the foundations and ambitions to achieve in their futures and create their own story of success.

## 1.1 Our Schools

Witherslack Group schools provide a unique and inspirational environment within which young people can fully thrive and develop.

Our range of specialist schools, both day and residential, offer unrivalled opportunities, experiences and support for every child. The highly dedicated, skilled and experienced team of teaching and care professionals work with parents and carers to deliver outstanding outcomes and inspire the future that every child and family deserves.

All of our schools offer state-of-the-art learning resources and well equipped environments.

Students are supported by well qualified and experienced staff who are able to offer an extensive range of academic, practical, vocational, sport and leisure activities, to support both a young person's educational achievement and social and communication skills.

Young people are also supported by our own specialist therapeutic team which includes Educational Psychologists, Speech and Language Therapists, Psychiatrists, Psychotherapists, Mental Health Practitioners and Occupational Therapists.

### Witherslack Group Schools

Establishment	Latest Inspection	Outcome
Ashbrooke School	Dec-16	Compliant (Registration)
Avon Park School	Sep-14	Good
Broadbeck LC	May -17	Good with Outstanding features
Cedar House School – Education	May-16	Good
Cedar House School - Care	May-16	Good
Chilworth House School	Oct-16	Good with Outstanding features
Chilworth House Upper School	Oct-16	Good
Cumberland School	Jun-15	Outstanding
Hall Cliffe Secondary	Feb-16	Good
Hall Cliffe Primary	Feb-17	Good with Outstanding features
Lakeside School	Jan-17	Outstanding
Meadow View LC	Oct-16	Good
Oakwood LC	Jan-16	Outstanding
Pontville School - Education	July-16	Outstanding
Pontville School - Care	Dec-16	Good
The Grange LC	Oct-16	Outstanding
Westmorland School	Mar-15	Outstanding
Oversands School - Education	Sept-15	Good
Oversands School - Care	June - 17	Outstanding

Please find details regarding each of our SEN schools via the following link:  
<http://www.witherslackgroup.co.uk/local-authorities/schools/>



## 1.2 Our Children's Homes

**For children who require 52 week care we are able to provide them with a home environment that will provide the stability, support and encouragement they need.**

Each children's home provides a superior group living experience within a welcoming and warm domestic setting. Young people have their own en-suite rooms and all homes are furnished and equipped to the highest of standards.

We offer a complete package of high-quality 52 week care, therapy and education in conjunction with our sector leading schools, which allows children to realise their potential, both academically and socially. Our passionate, experienced and skilled care and therapy staff teams support each young person to develop their social and independence skills, which allow them to consistently achieve and develop.

Each young person is closely supported throughout their school day and home life. There are strong links between the children's home and respective Witherslack Group school to ensure the best possible outcomes are achieved for each young person and that all of their social, educational and therapeutic needs are met.

Additionally, our Integrated Therapeutic Learning Centres allow us to provide the same level of sector leading education, therapeutic support and care for smaller groups of young people, all on one site. This approach mirrors that of a traditional children's home and school relationship, but considers the additional support required by young people with significant special educational needs.



Please find details regarding each of our children's homes via the following link:  
<http://www.witherslackgroup.co.uk/local-authorities/childrens-homes/>



### 1.3 Our Mission

We consistently provide the highest standards of education and care for children and young people with complex special educational needs. This is achieved through an ethos of high aspiration, placement stability from our ‘team around the child’ approach, unique in-school therapy solutions and our inspiring environments.

These factors all combine to optimise life opportunities for children and young people, give confidence to parents and carers and deliver unmatched value for local authorities.

### 1.4 The Witherslack Group Vision, Values and Purpose

Witherslack Group is committed to providing the highest quality education and care, made attainable through optimising capacity, thus providing the best possible outcomes for young people with special educational needs.

**The unique methodology that we use to facilitate this is summed up in our internal strapline:**

**“Promoting resilience: Developing independence”**

**This internal strapline helps us focus our minds and actions on what is important in the provision of care and education, and the values we share in the process are:**

- To respect and value all individual young people and staff
- To provide the highest standards of care and education
- To ensure safety, security and opportunities for success

## The Witherslack Group Narrative



**At The Witherslack Group we have built our reputation on providing the highest quality holistic education and care, creating the best possible outcomes for higher acuity young people.**

That means we have to provide high numbers of staff, of the highest quality, leading to significantly higher operating costs. However, it also differentiates us from our competitors and allows us to make a real difference

to the lives of young people who have experienced the most significant challenges, their parents and the wider community.

This strategy has four implications:

- 1.** We need the right processes and systems in place
- 3.** We need to be operating at optimum capacity, priced to reflect the level of resourcing required for high acuity care and education.

- 2.** We must have the right infrastructure and resources
- 4.** We must take a proactive approach to placements.

### Our shared responsibilities

As employees, our collective goal is to ensure that the organisation offers “the highest quality holistic education and care” based on the values above. This in turn implies that:

- We are all responsible for realising the vision of WG and for applying the values and the methodology in everything we do professionally.
- Every child, young person and employee has the potential and the opportunity to make progress and reach their potential.

## 2 Regional Director - Schools

Please note this is a Regional Role and therefore the majority of time will be spent in Schools. The role reports to the Operations Director - Schools.

### 2.1 Summary Purpose

- **Responsibility for making appropriate operational / financial trade off decisions such that you:**
  - Deliver continuous operational improvement in all establishments you oversee so that young people's life opportunities are maximised.
  - Deliver the agreed operating contribution for your establishments.
  - Deliver a clear and consistent message both within Group and to external bodies that Witherslack Group (WG) place the utmost importance on achieving the highest standards of service delivery and invest accordingly in all areas to ensure that this happens.
- Responsible for delivering placement stability across your establishments such that the Group gain and retain a reputation for being problem solvers for Local Authorities.
- Responsibility for developing effective Senior Leadership teams in the context of the WG standards, such that they enthuse staff and embody the Witherslack DNA.

### 2.2 Deliverables

#### Outcomes

- To ensure that quality management systems and school improvement plans are adhered to such that at least 100% of schools are rated 'Good' or 'Outstanding' by Ofsted.
- To hold Head Teachers to account to ensure that all pupils make better than expected or expected progress in order to narrow the gap. (Baseline assessments and external accreditation).
- To ensure that pupil attendance is at least 95% (or that personal attendance plans have been actioned and achieved).
- To hold Head Teachers accountable for the execution of the absence monitoring system to improve staff attendance levels to in excess of 95% in each establishment.
- To ensure the effective implementation of, and ongoing adherence to, the PDR System including identifying internal talent.
- To oversee the assessment of teaching quality and ensure that appropriate action is taken to continually improve the overall quality of teaching.
- To oversee the recruitment and selection of Senior Leadership Team within Schools.

#### Commercial activity

- To ensure that correct commercial / operational decisions are taken regarding placements (always appropriate), staffing (not excessive) and expenditure (no wastage) such that all schools exceed budgeted operating contribution.
- To ensure that placement failure is less than 5% in each establishment.
- To ensure that each school fulfils its Referral Generation Action Plan (RGAP) commitments on a timely basis.
- Ensure Head Teachers operate the referral management system 100% of the time in order that conversions exceed 75% of appropriate referrals.



## 2 Regional Director - Schools

### 2.2 Deliverables (*continued*)

#### Reputational risk

- To ensure that the highest standards of professional conduct are maintained at all times and that all staff have as their first priority the best interests of each young person, the placing authority and the relevant carer, both in terms of customer service and the handling of complaints.
- To ensure that all establishments have a clear focus on Safeguarding, thus delivering full and consistent implementation the policy including training, reporting and recording, thus ensuring that errors do not occur.
- To hold the Head Teacher accountable for the implementation of the Positive Behaviour Support Policy including the use of restrictive physical intervention such that the number of RPIs in general and Ground holds in particular are minimised.

#### Relationships

- **Head Teachers / Regional Managers** - To challenge and support, both holding them to account for the matters that are their principal responsibility and also act as sounding board. Build strong personal relationship such that constructive and meaningful conversations can take place at all times.
- **Operations Director (Schools)** - RD to report to on a regular basis, written (weekly) and verbal (as appropriate). Use as a sounding board as required.
- **Commercial Director** - Ensure CD made aware of any possible placement breakdowns / LA complaints. Ensure the Head Teachers deliver on responsibilities re referrals. Keep CD in loop should decision be taken to turn down referral / cease placement.
- **Quality Assurance** - Utilise to investigate areas of concern. Build strong relationships such that both operational and QA teams are aware of all current and emerging issues / themes.
- **Head of People and Talent Management** - Meet regularly to discuss: trends/areas of concern, PDR, talent development and employee engagement. Use as sounding board as required.
- **Finance / IT** - Ensure Finance are aware of all staffing changes. Flag up impending areas of significant potential expenditure, if not already in budget. Work in partnership with the IT team to ensure a strong relationship exists with Group establishments and new initiatives are viewed positively.
- **School Boards** - Ensure school / home boards take place as envisaged and take ownership of all the information that is presented to Board. Ensure information is delivered on a timely manner.
- **Therapy team** - Support services to build strong relationships such that both operational and Therapy teams are aware of all current and emerging issues / themes. Ensure the systems and structures are in place and being fully implemented to provide a joined-up service delivery.
- **Residential Team** - by working with the Regional Directors/Managers ensure a joined up service delivery with the shared aim of maximising outcomes for young people being at the heart of any/all interaction.
- **External bodies** - Local authorities, LADO - Build strong relationships and create a culture of trust and confidence in the WG through providing a timely and comprehensive response to any / all communication.

## 2.3 Person specification

	Essential	Desirable
<b>Experience</b>	<p>Senior Education management experience (at least 3 years).</p> <p>Ofsted inspection process.</p> <p>Evidence of building and leading a successful team.</p> <p>Experience of managing and motivating disaffected and challenging students.</p> <p>Evidence of producing outstanding outcomes for children/young people.</p> <p>Experience of managing budgets and meeting financial targets.</p>	<p>Teaching experience in two or more establishments.</p> <p>Head Teacher experience.</p> <p>Special School experience.</p> <p>Residential School experience.</p> <p>Multi-site experience and experience of supporting other schools.</p> <p>Experience of public sector and private sector.</p> <p>Evidence of innovative practice.</p>
<b>Education/Training /Qualifications</b>	<p>Evidence of regular and appropriate professional development.</p> <p>Professional qualifications (appropriate to experience).</p> <p>Evidence of recent management development.</p>	<p>Higher level of qualification in education or education management.</p> <p>Successfully completed NPQH.</p> <p>Advanced SEN qualification.</p>
<b>Special Knowledge</b>	<p>Curriculum development (5-19, primary and secondary).</p> <p>Strategies for raising pupils' achievements (educationally and socially).</p> <p>Use of comparative data to establish benchmarks and set targets for improvement.</p> <p>Strategies for promoting pupils' spiritual, moral, social and cultural development including knowledge about citizenship and ethnic and cultural diversity.</p> <p>Fluent in SEN Code of Practice.</p> <p>Strategic planning linked to School Improvement.</p> <p>Knowledge of child protection and health and safety issues.</p>	<p>Management including employment law, equal opportunities legislation, personnel and external relations.</p> <p>Knowledge of 'Looked After' Process.</p> <p>Performance management and threshold process.</p>

## 2.3 Person specification continued

	Essential
<b>Skills Disposition</b>	<p>Effective financial management within a school environment.</p> <p>Communication skills – the ability to make points clearly and listen to and understand the views of others.</p> <p>Decision making skills – the ability to investigate, solve problems and make and implement decisions.</p> <p>Self management – the ability to plan time effectively and organise oneself efficiently.</p> <p>Change management skills.</p> <p>High quality inset planning and delivery skills.</p> <p>Detailed knowledge of the National Curriculum and approaches within SEN.</p> <p>Good ICT skills.</p>
<b>Personal Qualities / Ability to:</b>	<p>Demonstrate enthusiasm and sensitivity.</p> <p>Demonstrate a stimulating and innovative approach.</p> <p>Initiate and manage change.</p> <p>Employ strategies to cope with stress and pressure.</p> <p>Commitment to residential care and education.</p> <p>Reliability, persistence and even temperament.</p> <p>Evidence of being able to build and sustain effective working relationships with young people, staff, parents/carers and the community.</p> <p>Appropriate levels of fitness and health in order to participate in the use of restrictive physical intervention.</p> <p>High professional standards.</p> <p>High level of resilience.</p> <p>Good motivational skills.</p> <p>Ability to calmly respond to challenging situations.</p> <p>Personal and professional integrity, good motivational skills.</p>
<b>Work Arrangements and Ability to:</b>	<p>Current full UK driving license.</p> <p>Flexible to deal with the needs of the Group.</p>

## 3 Terms and Conditions

### 3.1 Remuneration - Regional Director - Schools

#### Join us and you can expect:

Salary circa £80,000



Company car up to the value of £30,000



School holidays - Apart from 3 weeks in the summer holidays, not 6 weeks (total 10 weeks/50 days)



Private Health for employee and family including children up to 18 years old



Company Pension Scheme - if a qualified teacher and a member of the Teachers' pension we would continue this. If not then you would be enrolled into the Group Pension scheme with up to 5% matched contributions.



Long Term Incentive Plan of up to 30% of salary. Further details regarding this will be provided.





For more information visit [www.witherslackgroup.co.uk](http://www.witherslackgroup.co.uk)  
or call Sam Hankinson - Resourcing Manager on **01539 566081**  
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