



THE FAMILY SCHOOL

INFORMATION FOR CANDIDATES

FOR THE POST OF

HEAD TEACHER

December 2017



The Family School Information for candidates for the post of Head Teacher December 2017

The Family School – www.thefamilyschoollondon.org

The Family School is an initiative of the Anna Freud National Centre for Children and Families (AFNCCF). It is a unique alternative provision school in Kings Cross for children aged 5 to 14 for whom optimum learning is not achieved due to emotional and behavioural issues which have led to exclusion, or imminent risk of exclusion from mainstream school. It applies modern mental health thinking to children and their families to improve educational outcomes.

One in ten children aged 5 to 16 have a clinically diagnosed mental disorder and a further 15% have less severe problems that put them at increased risk of developing mental health problems in the future. These children often struggle in mainstream classrooms and exhibit behaviours that lead to educational and social exclusion; a struggle compounded by the lack of support available for children.

The hypothesis of the School is that only so much can be achieved to support children within the School day and that support is also needed for parents and carers. A condition of securing a place at the School is that parents or carers attend the School with their children. During this time parents and carers may work in the classroom with their children as well as take part in specific parenting activities.

The aim of the School is to return children to mainstream school (or an appropriate provision) within two to six terms.

The Family School and The Anna Freud National Centre for Children and Families (AFNCCF)

The Family School was conceived and founded by the Anna Freud National Centre for Children and Families, a registered charity with over 70 years of experience supporting the mental health of children, young people and families www.annafreud.org

The co-Founders of the School are Consultant Family Therapists, Brenda McHugh and Neil Dawson, are on the staff of AFNCCF.

The School is a separate legal entity to the Centre, established under the Academies Act 2010. However, the Centre and School share a common mission, vision and values. Working together we are developing and testing a new model of alternative provision – one which combines Ofsted inspected education, delivered alongside mental health support for both children and families, with parents and carers attending school on a regular weekly basis with their children.



As the sponsor of The School, AFNCCF continues to provide a range of support and expertise. The School is governed by its own Board of Governors, Chaired by Professor Mary Target.

At what stage is the School now?

The School was approved by the Department of Education in September 2013. Stephen Taylor joined the co-founder team in January 2014 in the pre-opening year as Head Teacher. The School opened in September 2014 in temporary accommodation with its first cohort of 16 children. Currently there are 32 children and their parents and carers enrolled in the School. It is envisaged that the maximum capacity will increase to up to 48 children when the School moves to its permanent site at Rodney Street in Spring 2019.

The School had its first Ofsted inspection in July 2017 and was awarded an Outstanding judgement.

The board of governors is seeking an outstanding Headteacher to lead the School in its next crucial phase of its development. There is much to be done including:

- to embed and build upon the Ofsted judgement
- to work with the Chair of Governors, co-founders and AFNCCF team to codify and disseminate the School's unique model of intervention
- to work with the AFNCCF Campus project team to ensure a smooth transition to the new School premises at Rodney Street
- to continue to build, support and inspire a staff team that puts children and their families at the heart of everything they do

The permanent site for The Family School – at the AFNCCF Centre of Excellence Campus at Rodney Street, Kings Cross

The Family School will be moving to a new purpose built site in Spring 2019. AFNCCF is currently developing a £39 million, 30,000 square foot Campus in Rodney Street, Kings Cross, for a new Centre of Excellence. Two thirds of the Campus will be occupied by AFNCCF from where it will deliver its practice, training, research and service transformation activities. One third will be occupied by The Family School in accommodation designed specifically for the school. It is anticipated both the School and AFNCCF will move onto the new Campus in Spring 2019.

The Family School is a centre of high-quality and innovative alternative education provision for children, families and schools across London.



Combining the highest quality teaching methodologies with elements from the most up-to-date CAMHS practice, the Family School eases behavioural and mental health-related blocks to learning, and provides learning opportunities that keep pace with the pupil's ability to learn and achieve.

Considerable evidence has been gathered to show that helping a child to change problematic behaviours through family and multi-family based treatment is sustainably effective. Delivering such interventions in a specialist classroom or school context is also highly effective, with the additional advantage of being more accessible and acceptable to the many families who are unwilling to take up the more usual clinic-based offers.

Many of these children have tremendous latent potential that an innovative school will nurture and release for the benefit of the wider society

A DIFFERENT TYPE OF SCHOOL

The Family School is a unique educational asset in London: a different type of school that provides opportunities for young people who currently present as unsuited or unable to meet the demands of mainstream school provision. It is our conviction that many of these children have tremendous latent potential that an innovative school will nurture and release for the benefit of the wider society. These children need early and sustained intervention to ensure that in the first instance they are not permanently excluded from school or, where they have already been excluded, to ensure their return to full time appropriate provision is rapid and sustained.

The Family School enables its pupils to:

- progress academically;
 - improve their challenging behaviours;
 - recover their psychological and emotional well-being;
 - and gain resilience
- so that they can continue with full-time education and return successfully to their mainstream school.

The Family School has been developed through a new collaboration between the Anna Freud Centre and the former heads of a family education centre in Westminster, Neil Dawson and Brenda McHugh.

Our fundamental belief is that all children have a right to high-quality education



An innovative aspect of the current programme is that it requires a parent or significant adult family member to participate in the classroom with their child. Twelve children, each with their parent or carer, attend at any one time, creating what is known as a multi-family group in the classroom. The focus is on families helping themselves and each other to create the conditions and changes necessary so that their children can resolve their problems and be better equipped to return to school as functioning learners. Therapeutic techniques are embedded in all aspects of the teaching and learning programme.

Our fundamental belief is that all children have a right to high-quality education, even when they are psychologically or emotionally unwell, or when their behaviour is preventing them making progress in mainstream schools, and that their learning and education should continue during their treatment and recovery.

A summary of our vision and ethos: We aim to provide our pupils with the confidence, educational progress and ambition necessary for a successful reintegration into mainstream school. This includes cultivating a productive lifestyle, personal resilience and the values required to become responsible members of society."

There is a wealth of information on our website. You can access policies and a guide to the curriculum and a typical day by following this link

<http://www.thefamilyschoollondon.org>



Job description: Head Teacher of The Family School

Job title: Head teacher

Reporting to: Chair of Governing Body

Employer: Pears Charitable Foundation School

Salary:

Location: Central London

Leadership

1. Provide dynamic, consistent and motivational leadership to the senior leadership team, the staff, children, families and wider community served by The Family School.
2. Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Governing Body.
3. Take overall responsibility for the development of The Family School's 3 year strategic plan and annual improvement plan.
4. Develop a curriculum model that will address the previous underachievement of children attending The Family School, re-engage them with learning, and ensure rapid progress to the point where they can successfully re-integrate into a mainstream setting.
5. Implement robust and sustainable strategies to drive through changes necessary to deliver high quality services, within the Academy and for the broader community.
6. Ensure a range of high quality, multi-agency services are available to support the educational, behavioural and social needs of children attending The Family School.
7. Provide leadership support to partner schools to influence their ability to manage children who present challenging behaviours.
8. Gain and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans.
9. To be accountable to the Governing Body for all aspects of the delivery of the strategic plan and its effectiveness in delivering outstanding outcomes for children.
10. Act as an ex-officio member of the Governing Body.



Learning and Teaching

1. Use the innovative mental health and education provIsIon to motivate and incentivise disenfranchised young people aged between five and fourteen years of age to re-engage with education through alternative form of learning and mental health care.
2. Lead on the overall curriculum design and implementation.
3. Provide a broad and balanced curriculum offer with integrated mental health support.
4. Ensure that each child has access to a personalised curriculum aligned to their needs.
5. Develop innovative approaches to meet the educational needs of students who enter the Family School with a low skill base and who require intensive support.
6. Develop a purposeful and focused learning environment through the effective management of children's behaviour and a joint learning approach for pupils and parents.
7. Develop strategies that will promote 'Student Voice' and involve pupils in a meaningful way in the future development of the school, treating them as partners in the learning process.
8. Manage pastoral care, student welfare, anti-bullying and child protection procedures effectively.
9. Develop and maintain effective assessment, recording and reporting systems to monitor each child's progress across a range of academic, behavioural and social indicators.
10. Maintain high expectations amongst staff for the academic progress of all pupils.
11. Take overall responsibility for discipline, pastoral care, safeguarding and student progress.

Strategic Direction & Development

1. Work with the Governing Body in defining, articulating and implementing the values, ethos, vision and mission of The Family School.
2. Recruit pupils by developing effective partnership arrangements with local schools and robust procedures for the commissioning of places at the Family School.
3. Recruit appropriately qualified and experienced staff.
4. Ensure that statutory requirements, the decision of the Governing Body and the needs of the students, their parents and the community are met.
5. Ensure that the values, ethos, policies and procedures are relevant, fair and consistently implemented.
6. Lead the development, ongoing review and refinement of The Family School's strategic plan.
7. Take the lead in monitoring, evaluating and reviewing the annual school improvement and development plan, health and safety, and risk



8. assessment of the school budget and buildings.
9. Motivate and empower others to carry the vision forward through the delivery of the strategic plan.
10. Develop a school that is constantly seeking ways to learn and to improve its performance.
11. Develop and maintain an environment that attracts and retains the best staff and volunteers.
12. Be responsible for the management, development and resourcing of policies for the Family School.
13. Manage a complex organisation effectively, ensuring the successful implementation of an innovative curriculum offer and the day-to-day smooth running of the school.
14. Assume ultimate responsibility for the communication with parents, carers and outside agencies.
15. Develop communication, marketing and PR.
16. Supervise the efficient management of the school budget.
17. Supervise effective use and development of school premises and resources.

Partnerships

1. Work in partnership with parents and carers to raise educational standards, promote lifelong learning, and improve outcomes for all.
2. Create strong links and collaborative ways of working with all stakeholders including the wider community, partner schools (primary and secondary) and sponsor organisations, ensuring the Family School is at the heart of the community.
3. To work with other public and voluntary sector agencies, clubs and societies in the local community to develop curriculum enrichment activities that will enable the wider community (including entire families) to access knowledge, skills and learning opportunities.
4. Inspire stakeholders and partners to work together to achieve common goals
5. Work with the Children's Services in the Tri-Borough and TBAP in support of the achievement of transformation of education in Westminster, Hammersmith and Fulham and Kensington and Chelsea.

Managing People & Developing Strong Working Relationships

1. To oversee and advise the Governing Body on the recruitment and selection of teaching and support staff.
2. Ensure all teaching and support staff are fully informed of strategic and operational objectives.
3. Provide inspirational leadership and guidance for the teaching and mental health staff.
4. Exercise effective staff management, lead and motivate others and generate effective working relationship levels.



5. Introduce a robust performance management policy and processes that will set operational and/or performance goals for all members of staff and which are clearly linked to the long term objectives as set out in the strategic and annual improvement plans.
6. Introduce and lead a strategy for classroom observations, linked to the performance management policy that is focused on the quality of teaching and learning.
7. To have strategic oversight of HR policy and procedures.
8. Manage the on-going professional development of staff ensuring that the CPD strategy is aligned with the strategic goals of The Family School.
9. Create and maintain good working relationships among all members of the school community.
10. Sustain and develop own motivation and that of all teaching and support staff.

Resources & Performance Management

1. Deliver effective operational management for the Family School's financial and physical resources.
2. Develop and implement a performance management framework in line with the most recent statutory requirements.
3. Deliver the strategic objectives set out in the strategic plan and report, as required, on achievement against these targets to the Governing Body, DfE and ESFA.
4. Recruit, manage and motivate a committed and effective workforce that will deliver high quality teaching and learning
5. Exploit opportunities to enhance and extend resources to further the vision through partnership working, external funding, and smart working.
6. Provide and develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
7. Act in accordance with legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights.

Efficient and Effective Use of Staff Resources

1. Advise the Governing Body on the formation of the annual budget in order to ensure the school achieves its objectives.
2. Work with colleagues to deploy staff effectively to ensure the highest quality of education is provided.
3. Create and develop an organisation in which staff recognise that they are accountable for the success of the school.
4. Ensure that a good information flow is maintained within the school.
5. Plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control.
6. Monitor and evaluate overall staffing provision for value for money.



Safeguarding Children

1. Develop and review the school's safeguarding policy and procedures.
2. Appoint the designated Child Protection Officer from the senior staff.
3. Ensure the delivery of regular safeguarding training for all staff.
4. Ensure the development and maintenance of the single central register.
5. Work cooperatively with the Head of Safeguarding at the Anna Freud Centre, the local safeguarding board and reporting frequently to the governing body on the effectiveness of safeguarding procedures.

Community, Industry and the Wider World

1. Develop a wide range of curriculum enrichment activities and promote the opportunities provided for pupils and families and the school community.
2. Engage with a wide range of community and business organisations; develop partnerships and opportunities for collaboration with local industries to support pupils developing awareness of the world of work.
3. Promote positive strategies which encourage parents and carers to support the school and their children's learning.
4. Promote engagement with the community to encourage full participation learning, performances, planning and running short term projects to impact the community.
5. Work collaboratively with other schools in order to share expertise and bring positive benefits to our school and other schools.
6. Promote a world view by developing partnerships with schools in different countries

Accountability

1. Work closely with the Chair of Governors and those of any other committees or Governing Bodies as appropriate.
2. Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning; high achievement and value for money.
3. Present a coherent and accurate account of the school performance in a form appropriate to a range of audiences e.g. governors, commissioners and parents.
4. Ensure that parents and students are well informed about curriculum attainment and progress and are able to understand targets for improvement.
5. Maintain and further develop existing partnerships with other schools, locally, nationally and internationally
6. Work closely with local authorities to meet the needs of the pupils within the "Every Child Matters" agenda and the "No Health without Mental Health" strategy.



Person Specification

Headteacher – The Family School

Measurements A=Application, I=Interview and R=Reference

Training and qualifications

Essential:

DfE recognised qualified teacher status/Qualified teacher Learning and Skills	A
Evidence of recent and relevant Continuing Professional Development	A

Desirable:

For a first headship NPQH is desirable	A
A relevant graduate qualification	A

Knowledge and experience

Essential

Significant recent and relevant experience as a Head teacher or Deputy Head teacher	A
A proven track record of successful leadership	A, I, R
Successful experience of raising achievement	I, R
Successful management of school self evaluation and of the Ofsted process	R
Working with and engaging the involvement of external partners and the local community	A, I
Understanding of what constitutes successful teaching and learning to drive pupil outcomes	A, R
Planning, determining and organising major curriculum areas	A, I
Evidence of successful management through monitoring and evaluation strategies to raise the standards of the Quality of Teaching and Learning, student outcomes, quality of provision and efficiency.	A, I, R
Experience of successfully managing negative and challenging behavior and helping young people to grow in confidence with a positive vision for the future	A, I, R
Experience of human and financial resources management at senior level aligned with the skill to identify and develop top quality staff	A, I, R
Experience of school development planning and implementing the vision to take the school forward	A, I
Experience of developing and leading curriculum initiatives using the latest technologies to support learning	A, I, R
Evidence of working with a range of partners including those within and outside the world of education	I
Experience of supporting aspects of inclusion. Meeting successfully the needs of the pupils with complex special educational, social and emotional needs	



Skills and abilities

Essential

Have a clear understanding of what constitutes outstanding teaching and learning and the ability to lead staff in these areas	A, I
Knowledge of Safeguarding children and young people procedures	I
Knowledge of the features that constitute an outstanding school	I
Knowledge of the process of strategic planning and school self evaluation	A, I
Experience in ways to communicate and translate a shared vision into practice	A, I
Experience in leading the management of change	I
Experience of the application of new technologies to teaching, learning and management	I
Expert in the use of comparative data and performance indicators to establish benchmarks and set targets for improvement	I
Knowledge of national policy framework and current education legislation and initiatives	A, I
Expert in the principles of effective teaching and assessment for learning	I
Experience of the role, responsibilities and accountabilities of the governing body	I
Experience of school budget management and financial responsibilities	A, R
Expert in implementing strategies for fostering school improvement, including attendance and behaviour for learning	I
Understanding of equal opportunities and a commitment to promoting equality	I
Knowledge of legal issues relating to school management	I
Experience of issues particular to small schools and special schools	A, I
Strategies for networking with local businesses, education partners and the wider community.	A, I, R

Aptitudes

Essential

Commitment to the mental health and safeguarding of young people	I
Strong personal motivation and drive	I, R
A genuine enthusiasm for, and commitment to, the development of vulnerable young people	I
Concern for the development of colleagues and members of the wider school community	I
The ability to inspire, motivate staff, students and wider community and engage their active commitment to the governing body's vision	I, R
Commitment to ensuring inclusion, addressing diversity and access	A, I
Commitment to own personal and professional development and that of all staff	A, I
High order analytical and problem solving skills and the ability to make informed judgements	I
Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community	A, I



The ability to project the school in a positive way and maintain it at the heart of the community	I
The ability to engage parents in supporting their children's learning	I, R
The ability to fill the role of lead professional in classroom practice	R
Commitment to an open, collaborative style of management	I
Evidence of collaborative working and networking with others, within and beyond the school, to build and sustain a learning community	A, I
The ability to form and maintain appropriate working relationships and personal boundaries with young people	I, R
Ability to enthuse and engender a desire for learning in children and parents	I
Outstanding organisation, interpersonal and communication skills (including written, oral and presentation skills)	A, I
Ability to translate vision into practice	A, I
Ability to provide a safe environment to ensure the physical and psychological safety of the pupils	A, I
An understanding that an individualised mental health and learning curriculum matched to the talents, aptitudes and interests of young people is a powerful tool for effective change and bringing success	A, I
A commitment to the vision, values, aims and objectives of The Family School programme.	A, I