

**London East Alternative Provision (LEAP) : Appointment of Headteacher**

Candidate Brochure

**Contents**

1. Letter from the Chair of the Management Committee
2. Letter from the Divisional Director, Education and Partnerships
3. Advert
4. Application Process
5. Vision, Values
6. What They Say About Us
7. Job Description
8. Person Specification
9. Staff Team
10. CPD
11. Management Committee
12. Financial Details
13. Ofsted
14. Success Indicators/Results
15. Summary : Fair Access Protocol

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**1. Letter from the Chair of the Management Committee**

Thank you for your interest in London East AP.

Our mission here at LEAP is to find increasingly better ways of supporting, motivating and inspiring our students to be as successful as possible in the future. Our students come to us at various points during their secondary schooling – usually as a result of their previous school placement having broken down, whether through ill-health, behaviour issues or other difficulties – frequently feeling less than positive about themselves and their life chances. Our job is to help get them back on track, either through a return to regular schooling or by completing Year 11 with us, so that they emerge prepared to make a positive contribution wherever they go next.

We are committed to becoming an outstanding school and have already made rapid progress towards this goal, as recently confirmed by Ofsted (January 2018).

The rest of this pack contains some information about the wealth of exciting opportunities and challenges that come with working at LEAP. In addition, there is an accompanying letter from the Divisional Director, Education and Partnerships for Tower Hamlets.

If after reading this there is anything else you would like to ask, please feel free to email our recruitment consultant Jan Woodhead for further information. Jan is a former secondary Headteacher herself, now working as a consultant, who has worked with us for many years in a number of different capacities and who knows our organisation exceptionally well.

janwoodhead777@gmail.com

Finally, on behalf of all the governors, we are excited by the prospect of working with an experienced and inspirational leader who is as eager as we are to build on the achievements of the last few years under our retiring Headteacher, John Bradshaw, and who will continue to push and challenge students, staff and external partners towards new successes.

If you think you might be that person, then we very much look forward to receiving your application.

Best wishes

Malcolm Reid

Chair of Management Committee

2. **Letter from Divisional Director**

Thank you for expressing an interest in the headship of London East AP. This is an exciting time not only for this forward-looking, inclusive organisation, but also for Tower Hamlets as a borough - where raising standards and securing the future success of each and every student are key priorities.

Whilst Tower Hamlets remains amongst poorest boroughs across the whole country, our schools collectively continue to deliver GCSE results above the national average - with 95% of children attending a school judged good or outstanding by Ofsted.

We also have a very proud history of effective collaboration between schools and other education providers and across agencies – with all our schools now working together through THEP (Tower Hamlets Education Partnership), a formally constituted partnership, dedicated to cementing the benefits of collaboration through the promotion and extension of joint working.

Previous to this, Tower Hamlets was also one of the first LAs to successfully introduce a collaborative approach to minimising student exclusions and the ongoing willingness of schools to work collaboratively with LEAP and each other within our ‘Fair Access Protocol’ continues to ensure that Tower Hamlets has one of the lowest rates of permanent exclusion in the country.

As a result, increasingly, the main client group served by LEAP are not students who have been permanently excluded from school but students unable to attend mainstream school full-time for a wide variety of other reasons – some via managed moves but a significant number of others as a result of ill-health, family or social issues.

Through the excellent work of LEAP, these young people are helped to continue their education and maintain progress on their path towards adulthood. Pupil outcomes are some of the best in the country, when compared to similar schools, and are significantly above national average.

One of the UK's most culturally vibrant and diverse areas – and with over 200,000 people living within eight square miles at the heart of London's East End - Tower Hamlets is a fantastic place to live or work. Our residents come from a wealth of cultural backgrounds across the full spectrum of White British and BME communities, including sizeable Bangladeshi, Somali, Caribbean, Chinese, Vietnamese, Indian and Pakistani communities. English is a second language for well in excess of 50% of students. Tower Hamlets is also a very young borough, with more than a third of the population aged between 20 and 34.

Tower Hamlets is also home to some amazing architecture including the astonishing variety of buildings at Canary Wharf and the RIBA award winning Ideas Store in Whitechapel. The borough also enjoys much green space, including the outstanding Mile End and Victoria Parks.

We are also one of the best-connected boroughs in London with accessibility improving all the time – with the Jubilee Line, the Docklands Light Railway and the Overground Railway all delivering reliable, speedy travel into Tower Hamlets. On completion of the gigantic Crossrail, we will see a further step change in improved public transport capacity to the borough, with two major stations planned, including one in Whitechapel, just a few minutes up the road from LEAP’s main Harpley Centre and almost literally opposite the Royal London Hospital.

The post of Headteacher at LEAP offers interesting challenges and a wealth of opportunities and I do encourage you to apply. If appointed, you can expect full support from both officers and fellow Heads and access to a wealth of professional development opportunities.

With all best wishes.

Christine McGuinness

Divisional Director, Education and Partnerships**3. Advert**

London East Alternative Provision (LEAP)

LA-Controlled, Mixed, c200 on roll

Required for September 2020 :

Headteacher

Group 6, L29-L35 (£83,282-£95,330)

A fantastic opportunity for a gifted leader, already working at Deputy Head level or above in a mainstream or other relevant educational setting. We have made huge strides as an organisation over recent years and are now looking to appoint a dynamic successor to our retiring Headteacher, capable of building on the many improvements already secured.

*‘Visiting London East Alternative Provision and speaking to young people, I was struck by how proud they are to be in school and learning. Dedicated staff and a positive environment can transform children’s lives and it is this kind of inspiring alternative provision that I want to see across the board.’ Gavin Williamson, Secretary of State for Education, September 2019.*

*‘The leadership team has maintained the good quality of education in the school, since the last inspection …. Effective leadership ensures that all staff follow a common purpose.’ Ofsted January 2018*

You may not have worked in an alternative provision setting before but you will have significant experience of and a strong commitment to working with students whose lives have hit a crisis point of some kind. Our students come to us for many reasons – physical ill-health, family issues, psychological difficulties, behaviour issues – but the one thing they all have in common is that they are not able to access regular mainstream schooling. They often arrive to us feeling demoralised and/or angry – and with little expectation of being able to turn things around. Our job is to get them believing in themselves again, learning from what has happened in the past but then putting it behind them and working towards a better future.

*‘My experiences have been that I have learnt a lot about myself. The PRU isn’t for naughty kids but for times when there are challenges to get over. I have realised that I am actually good at things and I didn’t realise this in mainstream school because I didn’t have good experiences.’ Chloe, Y11 LEAP Student*

We are a determinedly forward-looking in our approach and the person appointed will need to whole-heartedly share this commitment. However, in every other respect, we remain open to and welcome new thinking. We want our Headteacher to bring new ideas and take a strong lead in promoting innovative approaches that will lead us to further success.

If that sounds like you, then we would love to hear from you.

Application pack and form available to download from either the TES website or our own website [www.londoneastap.org.uk](http://www.londoneastap.org.uk)

Closing date for applications : Monday 24th February : 9am.

Interviews : Week beginning 2 March 2020.

Completed forms to be returned to janwoodhead777@gmail.com

Candidates wishing to visit the school – and/or have an informal chat with John Bradshaw, the current head – will be very welcome to do so.

Visits/conversations can be organised by contacting John directly:

John.bradshaw@londoneastap.org.uk

Mobile: 07963 554459

**4. Application Process**

Please note, all applicants must complete the bespoke Headteacher Application Form, downloadable either from the TES website or from the school’s own website [www.londoneastap.org.uk](http://www.londoneastap.org.uk)

Completed applications should be emailed direct to Jan Woodhead, our recruitment consultant janwoodhead777@gmail.com by absolute latest 9am on Monday 24th February.

Following review of all applications received, up to six long-listed candidates will be invited to attend for interview on Tuesday 3rd and Wednesday 4th March.

Day 1 (3 March) will be organised to provide a mix of formal assessment activities and opportunities for candidates to find out more about the school. The formal assessment activities will likely include Student, Staff and Governor/LA panels, opportunities to observe lessons and an observed discussion. There will be no requirement for candidates to teach a lesson.

Non-assessed activities will likely include opportunities to (a) tour the school’s several sites (b) 1:1 informal chat with the current Headteacher (c) meet all other members of the current SLT (d) observe students moving between lessons, arriving/departing school, socialising at break and lunchtime.

The likelihood is that there will be a further shortlisting at the end of Day 1, with a maximum of 4 candidates being invited back for final interviews on Day 2.

**5. Vision and Values**

‘What are we here for?’

* To provide a range of services to individuals and groups of students who have hit a crisis point in their education and are unable to manage the challenge of mainstream schooling.
* To deliver as bespoke a programme of education and support to student sas we practicably can.
* To provide opportunities for students to gain qualifications they might otherwise miss out on.
* To provide students with opportunities to access a broader, more bespoke curriculum than they otherwise might have had access to, if continuing in mainstream.
* To provide students with the skills and confidence they will need to be successful in adult life.
* To determinedly look forwards, inspiring students with a sense of good things lying ahead and within their grasp.
* To acknowledge the past, but without dwelling on it, helping students to understand and make sense of the circumstances that have brought them to us.
* To use what we know and can learn about students to give them the best possible start on their journey forward to a hopefully successful future.
* To remember that the time students spend with us is only a small part of their journey – and measure success ultimately by what happens to them in their lives after they leave us.
* To directly support mainstream schools in a number of ways, including :
	+ Providing students with brief periods of respite, as helpful to them and their schools, ahead of supporting their reintegration back into mainstream
	+ Delivering long-term education and support to students who, for whatever reason, are not suited to a return to mainstream
	+ Providing outreach support to schools, through collaborative working and the sharing of specialised knowledge and skills
* To directly support families in a number of ways, including :
	+ Working in partnership with parents/carers, to secure improved consistency of support
	+ Contributing to or coordinating, as appropriate, multi-agency support to students & families
* To be passionate advocates for our students, both individually and collectively, ensuring that their needs are recognised.
* To empower students, helping them to see the benefits and importance of taking ownership of their own lives and destinies.
* To have ambition with respect to the services we wish to offer to students and to schools.
* To deliver value for money, including accepting the need to sometimes prioritise between services we wish to offer and/or projects we wish to progress. **6. What They Say About Us**

**December 2017**

“...the school is achieving a degree of success which exceeds the performance of similar alternative providers.........support workers work closely with pupils and their families to respond rapidly to problems as they arise. In a number of ways, the team at LEAP are shaping the life chances of their pupils and their community.” Challenge Partners – Quality Assurance Review

September 2018

*‘London East AP has an ethos of high expectations on pupils’ results, outcomes and behaviour. It does not accept an excuse culture among staff and pupils … we are determined to make sure that every AP setting is as good as the best in the country.’...*

*Nick Gibb MP (Minister of State for School Standards)*

**November 2018**

‘Exclusion is the first step on a dangerous road ………….. This storyline is not inevitable in Tower Hamlets [where] its well-funded PRU attracts high performing, well qualified teachers (and support staff).’ Times Educational Supplement (TES News)

**November 2018**

‘Staff at London East AP go the extra mile for up to 200 pupils across KS3 & KS4’

The Guardian

**January 2019**

‘There are some excellent examples of alternative provision... For example, London East AP – LEAP – has an ethos of high expectations on pupils’ results, outcomes and behaviour. It does not accept an excuse culture amongst staff and pupils.” Hansard

**March 2019**

‘Our report, ‘Safeguarding children and young people in education from knife crime: Lessons from London’, was published today. I would like to thank you for being part of our expert panel. Your insights and wisdom were very much valued and appreciated.’ Amanda Spielman

**March 2019**

‘Few people have good things to say about PRUs and cite them as part of the problem. Great team at London East AP, showing what’s possible.’ @NICKHURDUK

**7. Job Description**

Job Title : Headteacher

Responsible to : The Management Committee

Responsible for : Duties in line with the conditions of employment as set out in :

* School Teachers’ Pay and Conditions Document
* National Standards of Excellence for Headteachers
* Policies and Procedures as agreed with the Management Committee

**Core Responsibilities :**

* Work with the Management Committee to develop a collaborative vision for the organisation, embracing excellence, high standards and inclusion.
* Translate this vision into a development plan and successfully implement it.
* Be directly responsible for the internal organisation, management and control of the organisation.
* Lead by example, to foster an open, transparent and equitable culture.
* Hold all staff to account for their professional conduct and practice.
* Secure excellent teaching to achieve high standards of learning and attainment across the whole age-range, with a strong focus on preparing students for employment, higher education and training.
* Manage finance and resources astutely to maximise their use and value.
* Develop and sustain effective relationships with the Management Committee, in particular the Chair, to ensure effective governance of the organisation.
* Build and develop effective relationships with parents/carers and all members of the wider community to enhance the education of all students.
* Create an outward-facing organisation to work with other educational organisations to champion and disseminate good practice.

**General Responsibilities**

* Undertake any other duties reasonably deemed appropriate to the role of the Headteacher**8. Person Specification**

**Qualifications**

* Honours Degree
* Qualified Teacher
* Record of appropriate Continuing Professional Development

**Experience & Achievements**

* Proven experience of effective working at Deputy Headteacher level or above in a relevant setting
* Experience of working in a UK school
* Experience of working with inner-city populations
* Experience of leading others to deliver significant school improvement
* Experience of successful multi-agency working

**Knowledge & understanding**

* Understanding of the principles of inclusion
* Understanding of the needs of young people and families living in the inner-city
* Understanding of the needs of young people for whom regular schooling, for whatever reason, just does not work
* Understanding of curriculum and the key elements of good Teaching and Learning
* Understanding of the processes underpinning the delivery of a balanced budget and value for money
* Understanding of the processes underpinning the building of successful partnerships
* Understanding of the importance of Continuing Professional Development for all staff
* Understanding of the importance of good operational systems
* Understanding of the opportunities and challenges facing the organisation now and likely to face it in the future
* Understanding of the need for all staff to maintain an appropriate work-life balance
* Knowledge and understanding of relevant legislation and guidance and its implications for the organisation

**Skills and Qualities**

* Possessing empathy, tenacity, resilience and drive
* Outstanding leadership skills
* Highest professional expectations of self and others
* An exemplary role model to both students and staff

**9. Staff Team**

The teaching staff currently numbers 33FTE and the support staff 34FTE.

**Teaching Staff**

* The senior leadership team comprises Headteacher, Deputy Headteacher, 3 Assistant Headteachers and Business Manager.
* The Hospital School team comprises 4FTE teachers – led by a Team Leader - and 6FTE teaching assistants.
* Most subject teams comprise just one person, who also takes the role of Curriculum Leader for the subject. Only English (2), Maths (2) and Vocational (5) have more than one specialist teacher assigned.
* The Inclusion Team comprises Assistant Headteacher (Individual Tuition Coordinator) Induction Coordinator, 1 FTE Teacher + significant hours deployed to the Individual Tuition Programme + c16-18 support staff (see below – teaching assistants and counsellor)

**Support Staff**

|  |  |
| --- | --- |
| * Business Manager (1)
 | * Senior TAs (4)
 |
| * Assistant Business Manager (1)
* Admin Manager (1)
 | * Premises Manager (1)
* ICT Manager (1)
 |
| * Administrative Officers (6)
 | * Student Counsellor (1)
 |
| * Teaching Assistants (c16)
 |  |

In addition to the above staff directly employed by the organisation, the team also includes contract staff providing catering and cleaning services, also premises and ICT support.

**10. Continuing Professional Development**

At LEAP, we are committed to providing all staff with appropriate CPD, either through in house training or, where appropriate, through access to externally-provided courses. All staff have access to weekly CPD sessions, currently taking place on Wednesdays after school.

**11. Management Committee**

The governing body, known as the Management Committee, currently meets twice a term and is served by two committees. Governors utilise their skills and experience to provide support to the school and, where appropriate, constructive challenge.

**12. Financial details**

* Tower Hamlets historically has funded its schools extremely well, in comparison even to many other London boroughs.
* However, the High Needs Budget is facing a number of challenges, across this as many other authorities. The person appointed will need to understand this and the need to work closely with Governors and the LA to ensure the school continues on a secure financial footing going forward.

**13. Ofsted**

Our most recent inspection took place on 16th January 2018. This was a short inspection (Section 8), the school having been judged to be good at the previous inspection (2013).

The team reviewed all aspects of our work and found that ‘the leadership team has maintained the good quality of education in the school, since the last inspection ………… effective leadership ensures that all staff follow a common purpose.’**14. Success Indicators/Results**

Whilst exam success is only one of a number of student outcomes we value at London East AP, we nevertheless take pride in our excellent outcomes.

|  |
| --- |
| **GCSE and Equivalent Results** |
|  | National %(2018) | LEAP %(2019) |
| **% of pupils entered for English & maths** | 46 | 96.4% |
| **% of pupils entered for English** | 54 | 96.4% |
| **% of pupils entered for maths** | 59 | 98.2% |
| **% of pupils who achieved 9-4 English & maths** | 4.3 | 22.6% |
| **% of pupils who achieved 9-1 English & maths** |  | 84.9% |
| **% of pupils who achieved 9-4 English**  | 13 | 24.1% |
| **% of pupils who achieved 9-1 English**  | 82 | 85.2% |
| **% of pupils who achieved 9-4 maths** | 15 | 39.6% |
| **% of pupils who achieved 9-1 maths** | 78 | 92.5% |
| **% of pupils achieving 5+ 9-4 or equivalent GCSE grades including En&Ma** | 1.1 (2017) | 7.3% |
| **% of pupils achieving 5+ 9-1 or equivalent GCSE grades including En&Ma** |  | 58.2% |
| **Core science 9-4** | 42 | 0.0% |
| **Core science 9-1** | 91 | 77.8% |
| **Core Citizenship 9-4** |  | 31.0% |
| **Core Citizenship 9-1** |  | 83.3% |
| **Additional science 9-4**  | 26 |   |
| **Additional science 9-1** | 83 |   |
| **ICT 9-4**  | 10 | 100.0% |
| **ICT 9-1** | 60 | 100.0% |
| **Business Studies 9-4**  | 11 | 28.6% |
| **Business Studies 9-1** | 79 | 85.7% |
| **Art & Design 9-4**  | 34 | 100.0% |
| **Art & Design 9-1** | 93 | 100.0% |
| **PE 9-4**  | 7 | 0.0% |
| **PE 9-1** | 82 | 75.0% |
| **HSC 9-4**  |  | 0.0% |
| **HSC 9-1** |  | 100.0% |
| **Music 9-4**  | 25 | 100.0% |
| **Music 9-1** | 75 | 100.0% |

However, we also place a great emphasis on the importance of Personal Development and CIAG (Careers Information and Guidance) – and we ultimately rate ourselves as having succeeded ONLY if each student moves on from their time with us to a successful future.

**15. Summary : Fair Access Protocol**

The Fair Access Protocol applies to all maintained schools in Tower Hamlets. It sets out standardised agreed procedures for dealing with all applications outside the normal admission round and encompasses the guidance contained within the Authority’s Composite School Admissions Guidance.

The main features are :

* Every school will have a designated Admissions Co-ordinator to administer offers of places and liaise with the local authority's Pupil Admissions and Exclusions Team.
* Parents will be given a decision within 5-10 school days of submitting an application.
* Pupils will be admitted within 10 school days of the offer of a place.
* 15 school days will be allowed for ‘hard to place’ pupils.
* The Pupil Admissions and Exclusions Team will provide guidance and training for Admissions Co-ordinators.
* Schools will be provided with background information by the LA for ‘hard to place’ pupils and for other pupils, where this information has been made is available.

Most applications for in-year admission are for children who :

* Have newly arrived from abroad or elsewhere in the UK
* Are returning from extended leave
* Have been rehoused
* Have been placed in the care of a Local Authority (LA)
* Are transferring from another school
* Are transferring from another school within Tower Hamlets
* Are subject to Managed Moves
* Are attending the Pupil Referral Unit and need to be reintegrated back into mainstream school
* Are moving into Tower Hamlets with less than 60% attendance over the previous two terms
* Are moving into Tower Hamlets with a history of behaviour difficulties
* Are returning to school after a period of home education

In-year admissions defined by the DfE as ‘hard to place’ include children who :

* Have been permanently excluded from a previous school
* Are out of school as a result of being withdrawn by their family, following fixed term exclusion
* Have been out of education for longer than one school year
* Are refugees and asylum seekers
* Are homeless
* Have unsupportive family backgrounds, where a school place has not been sought
* Are known to the police or other agencies
* Do not have a school place and have a history of attendance problems.

Schools may not refuse to admit pupils, impose conditions or seek to delay admission including for any of these reasons :

* Until information such as the school record is received
* Until a suitable programme of support or the parent’s/carer’s signature on a home/school agreement is obtained
* Until after SATS have been completed

Pupils considered ‘hard to place’ should be admitted to school with the minimum of delay and no later than 15 school days from the date of the decision.