**THE PEARS FAMILY SCHOOL**

**INFORMATION FOR CANDIDATES**

**FOR THE POST OF**

**Class Teacher**

**2021**

**The Family School Information for candidates for the post of Teacher**

**The Family School –** [**www.thefamilyschoollondon.org**](http://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 for at least some of the time over the school week. 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 Pears 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](http://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 John Cape.

**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 36 children and their parents and carers enrolled in the School.

The School moved to its permanent site at Rodney Street in Spring 2019 under the headship of Matthew Hillman, Matthew worked as deputy at the school for a number of year before becoming head in 2018. The School had its first Ofsted inspection in July 2017 and was awarded an outstanding judgement. We are seeking an outstanding practitioner to join the school team to help continue the school’s development and journey towards excellence.

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

The Family School recently moved to its new purpose built site (Summer 2019). The AFNCFF has developed 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 is occupied by The Family School in accommodation designed specifically for the school. The Family School is a centre of high-quality and innovative alternative education provision for children, families and schools across London.

Combining quality teaching methodologies with elements from systemic CAMH 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.

**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.

An innovative aspect of the current programme is that it requires a parent or significant adult family member to participate in school life with their child. Families attend together 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.”

**Job description: Teacher at The Family School**

**Teacher (likely to be in the primary phase)**

Job Start – September 2021

Salary: MS1-UPS3

Location: Islington

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To teach pupils in their assigned group according to their educational needs, including the setting and marking of work to be carried out by the pupils in school and elsewhere. 2. Plan their teaching to achieve optimum progression in pupil’s learning. 3. Identify clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specify how these will be taught and assessed. 4. Setting tasks for the whole class, individuals or groups which challenges pupils and ensures high levels of interest. 5. Setting appropriately demanding expectations of pupil’s learning, motivation and presentation of work. 6. Setting clear targets for pupil’s learning which they share and understand. 7. To direct and supervise the work of Teaching Assistants in their classroom. 8. To assess progress, development and attainment of pupils and keep such records as are required by the school’s systems. 9. To co-operate and liaise with other professionals, including fellow staff and colleagues from external agencies (for example, specialist teachers from the LA support services, health professionals and social workers). 10. To ensure a high quality learning experience for pupils, which meets internal and external quality standards. 11. To use a variety of a delivery methods appropriate to students’ learning styles and the varying demands of curriculum. 12. To provide a positive, and conducive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships. 13. To set high expectations for pupils’ behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the school’s behaviour policy. 14. To work as part of a team responsible for the co-ordination of areas of the school curriculum, including ensuring a relevant and appropriate curriculum policy is produced and reviewed, according to the school’s schedule, and is complimented by associated schemes of work 15. To monitor and evaluate learning within the curriculum area in line with the school’s monitoring cycle (this may include work sampling, planning checks, lesson observations etc.) 16. To collate and analyse information relating to the standards achieved in the curriculum area for presentation to the Leadership Team and governors 17. To audit resources in the curriculum area 18. To secure and allocate the resources necessary to deliver the curriculum area(s) within an allocated budget 19. To advise and support other members of staff on the content and delivery of the curriculum area(s) 20. To identify and secure provision of appropriate in-service professional   development in relation to the curriculum area, with the support of the  Leadership Team   1. To contribute to the formulation and evaluation of the school’s assessment practice in relation to the area(s) of the curriculum or classes for which responsibility is held 2. To support and adhere to the school’s quality assurance procedures   **Behaviour and Safety**   1. Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 2. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils 3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 4. Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils 5. Have high expectations of behaviour, promoting self-control and independence of all learners 6. Carry out playground and other duties as directed and within the remit of the current School Teachers’ Pay and Conditions Document 7. Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures   **Safeguarding Children**   1. Adhere to the school's safeguarding policy and procedures. 2. Have safeguarding at the centre of all your practice 3. Support the role of designated Child Protection Officer and safeguarding lead. 4. undertake regular safeguarding training for all staff.   **Other generic responsibilities are:**   1. To contribute to PSHCE 2. To actively engage in performance management 3. To contribute to the formulation and implementation of the School Development Plan and associated actions plans. 4. To play a full part in the life of the school community and support its ethos 5. To follow and actively promote the school’s policies 6. To comply with health and safety policy and undertake risk assessments as appropriate 7. To communicate effectively with parents of pupils and with persons or bodies outside the school who are concerned with the welfare of pupils, after consultation with appropriate staff 8. To share the responsibility with other teachers, TAs and Senior Leadership of Chaperoning students on school transport 9. To actively pursue own personal and professional development. 10. Any duties which may from time to time, reasonably be required by the Head teacher  |  |  | | --- | --- | |  |  | | |

**Primary/Secondary Teacher – Person Specification**

These will be assessed at interview and / or through the application.

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| The over riding quality we will be looking for is an individual that can engage hard to reach and disaffected children in the learning process.  A great classroom practitioner!   |  |  |  | | --- | --- | --- | | **1. Qualifications and Experience** | | | | 1.1 | Qualified teacher status | | | 1.2 | A proven track record of successful teaching | | | 1.3 | Evidence of recent continued professional development relevant to the post | | | 1.4 | Evidence of ability to plan and teach effectively using a variety of strategies to maximise achievement for all children including those with SEN. | | | **2. Knowledge** | | | | 2.1 | | An up to date knowledge of primary or secondary curriculum developments. | | 2.2 | | A knowledge and understanding of EYFS /KS1/ KS2 or KS3 curriculum | | 2.3 | | A knowledge of what constitutes outstanding teaching and an understanding of how to manage improvement in the quality of teaching and learning | | 2.4 | | A knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience | | 2.5 | | Knowledge of how ICT can both enhance and extend learning. | | 2.6 | | Demonstrate a commitment to the protection and safeguarding of children and young people. | | 3. Skills | | | | 3.1 | | Leadership skills including the ability to involve and motivate others and contribute to the vision and direction of The Pears Family School. | | 3.2 | | Management skills in respect of information and the use of performance data; resources; and people management including delegation; and monitoring and evaluating performance | | 3.3 | | Ability to communicate effectively both verbally and in writing to a wide range of audiences. | | 3.6 | | Using ICT to advance pupils’ learning, and use common ICT tools for their own and pupils’ benefit | | 4. Personal Attributes | | | | 4.1 | The ability to manage oneself, including time management, professional direction and an ability to work as part of a team under pressure | | | 4.2 | Committed to raising standards and continuous improvement including CPD. | | | 4.3 | To enjoy working with young people and have a commitment to equality and inclusion. | | | 4.4 | Demonstrate a commitment to the vision, values, aims and objectives of The Pears Family School. | | |

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