



Recruitment Pack

Executive Headteacher

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Endeavour Federation provides education for pupils in KS2, 3 and 4. Our aim is for all our pupils to develop their skills and reach their full potential in a safe learning environment.

Our schools include Castlefield Campus, Meade Hill School and Southern Cross School. All of our pupils have Education, Health and Care plans based primarily on a range of social, emotional and mental health issues. All of the staff are committed to providing an effective learning environment within small class sizes.

With a broad yet well balanced curriculum, including work experience opportunities and extracurricular activities, we ensure that students leave school with high aspirations, enthusiasm for the next stage of their lives and the skills and qualifications to reach their goals.

Senior Leadership Team



Alan Braven
Executive Headteacher



Angela O'Brien
Federation Business Manager



Stacey Graham
**Personalised Education and
Staff Wellbeing Lead**



Sean Noble
**Headteacher
(Castlefield Campus)**



Anna Mullan
**Headteacher
(Meade Hill)**



Kate Burke
**Headteacher
(Southern Cross)**



Vision

A centre of excellence built on a relational approach, where pupils feel safe to explore and enjoy learning, achieving positive outcomes and successful futures for all.

Purpose

To provide a nurturing learning environment that ensures children thrive and achieve academically, emotionally and culturally.



Executive Headteacher: Alan Braven

Endeavour Federation
c/o Castlefield Campus
Jackson Crescent
Manchester, M15 5AL
t: 0161 989 3009
w: www.myendeavour.uk

Dear Candidate,

Thank you for your interest in the position of Executive Headteacher at Endeavour Federation.

Due to the imminent retirement of the current post holder, the Governors are looking to appoint an inspirational and dedicated new Executive Headteacher to lead the Federation on the next phase of its journey.

Endeavour Federation provides education for 330 pupils in KS2, 3 and 4. Our aim is for all our pupils to develop their skills and reach their full potential in a safe learning environment.

Our schools include Castlefield Campus, Meade Hill School and Southern Cross School. We provide education for children with social, emotional and mental health needs. Our aim is to give our pupils the best possible education in a safe, healthy and happy school where everyone matters and where learning is at the heart of everything we do.

The Endeavour Federation treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our schools are calm and purposeful. We pride ourselves on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

We are looking for a highly motivated person who can further develop our Relational Inclusion approach. The Federation has embraced the White Paper and has already taken steps to join a new Multi-Academy Trust. The Governors are committed to this process and would like the next Executive Headteacher to lead the organisation through the next stage of our development.

All of our schools were last inspected by Ofsted in March 2018 and were judged to be 'Good'.

We warmly encourage you to visit our schools to see the truly amazing work the staff and wider team do to support and help our pupils. To make arrangements for a visit, please contact HR on 0161 989 3009.

If you are inspired by the opportunity to make a big difference to the pupils and families in our community, we would welcome your application.

We encourage you to submit your application and look forward to the opportunity to further discuss your fit for the role.

Stephen Carroll
Chair of Governors



The key dates for the selection process are:

ACTIVITY	WHEN
Job Advertisement published	1 st September 2023
Closing Date for Applications	29 th September 2023 at 09:00
Candidates Shortlisted by Selection Panel	5 th October 2023
Shortlisted Candidates Notified, invited to interview and Self-Disclosure requested	6 th October 2023
References sought from Current and Previous Employers for each Shortlisted Candidate	9 th October 2023
Online Searches undertaken for each Shortlisted Candidate	9 th October 2023
School Visits and Staff/Pupil/SLT interviews	11 th October 2023
Interviews at Castlefield Campus	19 th and 20 th October 2023
Conditional Offer made to Preferred Candidate	23 rd October 2023
Safety Checks and References Completed	24 th November 2023
Formal Employment Offer Made	3 rd December 2023
New Executive Headteacher Starts	April 2024

Post Title: Executive Headteacher

Contract: Permanent

Hours: Full Time, All Year Round

Salary: Leadership Range L39—L43

Required for Easter 2024 or sooner if possible after that date

Due to the retirement of the current Executive Headteacher the Governors of Endeavour Federation are looking for an inspirational, supportive, resilient, and strong leader, with a passion for improving the lives and education of our pupils.

As an Executive Headteacher you will inspire and bring out the best in staff, have resilience and drive and a proven track record of delivering strong educational outcomes.

Endeavour Federation provides education for pupils in KS2, 3 and 4. Our schools include Castlefield Campus, Meade Hill School and Southern Cross School. The post holder will be based at Castlefield Campus in Hulme, Manchester.

You will be able to embrace both the strengths of the Federation and rise to the challenges of the future, bringing drive and ambition and providing the highest standard of leadership.

We are looking for a someone who has:

- A commitment to the Vision and Purpose of Endeavour Federation
- A commitment to the Endeavour Therapeutic Framework
- A Strong track-record of successful leadership and management in a school
- Led significant school improvement in educational establishments other than their own
- Three years' experience of Headship or equivalent
- Experience of Executive Headship and/or supporting another Headteacher
- Ability to lead school self-evaluation and development planning
- Evidence of strategic planning to raise standards for all pupils

In exchange we offer:

- A dedicated leadership team
- Pension contribution into Teachers Pension Scheme
- Regular independent supervision
- An Employee Assistance Programme
- Cycle to work scheme
- An active and committed Governing Board
- Schools which are all rated as "Good" by Ofsted
- Positive links with the Local Authority
- Competitive Salary
- An organisation in a strong and sustainable financial situation

The Governors of the school are committed to Safeguarding and a comprehensive screening process will be undertaken on successful applicants. This post is exempt from the Rehabilitation of Offenders Act 1974 and enhanced DBS clearance is required and the children's Barred List will be checked. Endeavour Federation's Safeguarding Policy can be found here:

[Safeguarding and Child Protection Policy](#)

Visits to our schools will be arranged as part of the interview process. To discuss this role further. Please contact the Chair of Governors on 0161 989 3009.

The Federation website can be found here: [Endeavour Federation](#)

If you think you have the experience and knowledge to fulfil this role then please submit an application through the following link: [Vacancies](#)

Closing date: 29th September 2023 at 09:00

Interviews: 19th and 20th October 2023

Post Title:	Executive Headteacher
Responsible to	Governing Body
Our Vision:	<i>Create a centre of excellence built on a relational approach, where pupils feel safe to explore and enjoy learning, achieving positive outcomes and successful futures for all.</i>
Main Purpose:	<p>In addition to the Conditions of Employment for Headteachers laid down in the most recent version of the School Teachers’ Pay and Conditions Document, the Executive Headteacher will:</p> <ul style="list-style-type: none"> • Embed and improve upon the existing vision to ensure it constantly reflects the complex needs of the children utilising best practice research by all the professionals working within and alongside the Endeavour Federation • Provide continued strategic leadership for the Endeavour Federation with a relentless drive for improvement • Provide the leadership and management which enables each of the schools/sites in the Endeavour Federation to give every pupil high quality education and which promotes the highest possible standards of achievement, progress and well-being • Secure the long-term success of the Endeavour Federation by maximising the skills and resources held across its schools in accordance to the scheme of delegation in place at the time • Build system-wide leadership capacity at all levels through actively developing strategic governance, staffing structures and roles and responsibilities • Accountable to the Governing Body and ensure they are fully informed on the progress of the Federation by submitting timely reports verbally and writing, whilst supporting visits and developing opportunities for Governors & Trustees to fulfil their role as ‘critical friend’. • Lead by example and model best practice regarding professional conduct, workload and personal development and ensure best practice is delivered and promoted in all areas of safeguarding, equality and diversity • Be a role model for all stakeholders in our community
Qualities and Knowledge	<ul style="list-style-type: none"> • Ensure the schools leaders can translate the Endeavour Federation’s vision into agreed objectives and operational plans at each site • Motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals • Develop structures to maximise and deploy both resources and expertise to raise achievement across Endeavour Federation • Ensure effective succession planning at all levels across Endeavour Federation • Build effective relationships with all members within the school community, showing positive attitudes to all • Build positive relationships with all the Federation stakeholders externally and with leaders across the education sector on a national basis.

	<ul style="list-style-type: none"> • Keep up to date with developments in education and practice-based research to have a strong knowledge of education systems locally, nationally and globally • Work with political and financial astuteness, translating policy into the school's context • A good understanding of SEN and SEMH • Communicate the school's vision compellingly and drive strategic leadership • Model continued professional development to meet own needs and that of a strategic leader
Pupils and Staff	<ul style="list-style-type: none"> • Ensure the continuous and consistent focus on pupils' achievement by the headteachers and senior leadership teams on each site • Ensure that the quality assurance of teaching and learning is consistently implemented across the sites • Set high expectations and set stretching targets for each school/site • Monitor, evaluate and review Federation practices to promote improvement strategies so children achieve the very outcomes • Robustly tackle under-performance at all levels across the Federation • Ensure the development of, and maintain effective strategies and procedures for staff induction, professional development and performance review
Systems and Processes	<ul style="list-style-type: none"> • To work across the multi-site Federation to build regular opportunities for cross-federation and cross-leadership working to maximise strengths and develop further joint working • Coordinate all quality assurance systems across the federation and ensure that findings inform the school improvement process • Ensure effective planning, allocation, support and evaluation of work of teams and individuals • Ensure the Federation's systems, organisation and processes are well considered, efficient and fit for purpose under the scheme of delegation • Ensure individual staff accountabilities are clearly defined, understood, agreed and recorded • Effectively strategically manage the human, financial and physical resources of the schools • Recruit, retain and deploy staff appropriately and in accordance with safer recruitment practice • Ensure positive communications that promote the Federation and its vision and engage with research based best practices
The self-improving school system	<ul style="list-style-type: none"> • Create outward-facing schools which work with other schools and organisations to secure excellent outcomes for all pupils based upon restorative practice • Work with other key professionals nationally/internationally to ensure the Federation is at the forefront of new research-based approaches • Model entrepreneurial and innovative approaches to school improvement and leadership • Inspire and influence others to believe in the fundamental importance of education in young people's lives • Commitment to uphold the 7 principles of public life under the Nolan principles (1. Selflessness · 2. Integrity · 3. Objectivity · 4. Accountability · 5. Openness · 6. Honesty ·

Post Title: Executive Headteacher

Criteria	Qualities	Essential or Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Evidence of further study/ qualification • National professional qualification for the NPQH • National professional qualification for the executive leadership (NPQEL) • Evidence of continuing professional development 	<p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>D</p> <p>E</p>
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school • Lead significant school improvement in educational establishments that were underperforming other than their own • Three years' experience of Headship or equivalent • Experience of Executive Headship and/or supporting another Headteacher • Evidence of effective quality assurance & impact of outcomes • Ability to lead school self-evaluation and development planning • Evidence of strategic planning to raise standards for all pupils • Secure understanding of strategies for staff performance management, pay and progression • Have secure knowledge of pedagogy and exercise accountability for the pedagogy of others by creating and sustaining the necessary conditions across all sites 	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Skills and Knowledge	<ul style="list-style-type: none"> • Experience of developing, implementing and continually developing a strong and effective vision for an educational establishment • A deep understanding of Statutory education frameworks, including governance and SEN • The use of data to establish benchmarks and set targets for improvement • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of strategies for ensuring inclusion, diversity and equality • Evidence of effective financial management of sustainability • A general understanding of HR to ensure high quality people strategies and willingness to ensure fairness and consistency in those HR practices. • Effective communication and interpersonal skills • Ability to build effective positive working relationships 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

Criteria	Qualities	Essential or Desirable
Personal Qualities	<ul style="list-style-type: none"> • Commitment to the Vision and Purpose of Endeavour Federation • Commitment to The Endeavour Therapeutic Framework • A commitment to getting the best outcomes for all pupils and promoting the vision and values of the Federation • Self-motivated with excellent organisational skills and the ability to prioritise workload effectively • Ability to inspire and develop leadership in others • Ability to constantly adapt and embrace change and implement change programmes • Ability to remain resilient, positive, enthusiastic and good humoured when working under pressure • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>

The Person Specification is an important part of the recruitment process. It should be read carefully as it will form the basis of shortlisting and ultimately, appointing the successful applicant. You must demonstrate therefore how you meet each of the following criteria in your application.

This document explains the ways in which the Governors, fulfil their responsibilities for leadership and management of the schools to ensure the success of the Endeavour Federation.

Below defines which functions have been delegated and to whom. It is a systematic way of ensuring executive leadership and school Headteachers are clear about who has responsibility for making which decisions within the Federation.

This scheme will:

- Ensure that the role of the executive leadership is fully understood throughout the Federation
- Promote a culture of honesty and accountability

This scheme does not replace the scheme of financial delegation.

Executive Headteacher

The Executive Headteacher has the delegated responsibility for the operation of the Federation including the performance of the individual schools and the performance management of the Headteachers and Federation Business Manager

The Executive Headteacher has overall responsibility for the operation of the Federation's financial responsibilities and must ensure that the organisation is run efficiently and with financial effectiveness and stability; avoiding waste and securing value for money.

The Executive Headteacher leads the executive management team of the Federation.

The underlying principles for this scheme of delegation are;

1. That all schools and staff within the Federation are treated fairly
2. That all statutory obligations are met
3. That all schools are best able to service the needs of their local community

Federation Business Manager

The Federation Business Manager works in close collaboration with the Headteachers, and the Executive Headteacher through whom they are directly responsible to the Governors. The Business Manager also has direct access to the Governors via the Resource Committee. The main responsibilities of the Federation Business Manager are:

- | | |
|---------------------------------|-----------------------|
| a) Banking Arrangements | j) Security of Assets |
| b) Audit | k) Personnel |
| c) Budgets/Budgetary Control | l) Capital Works |
| d) Contracts and Purchasing | |
| e) Financial Management | |
| f) Insurances | |
| g) Payments | |
| h) Income | |
| i) Salaries, Wages and Pensions | |

Headteacher

The Headteacher is responsible for the day to day management of the school and is managed by the Executive Headteacher but reports to the Governors on matters which have been delegated to them.

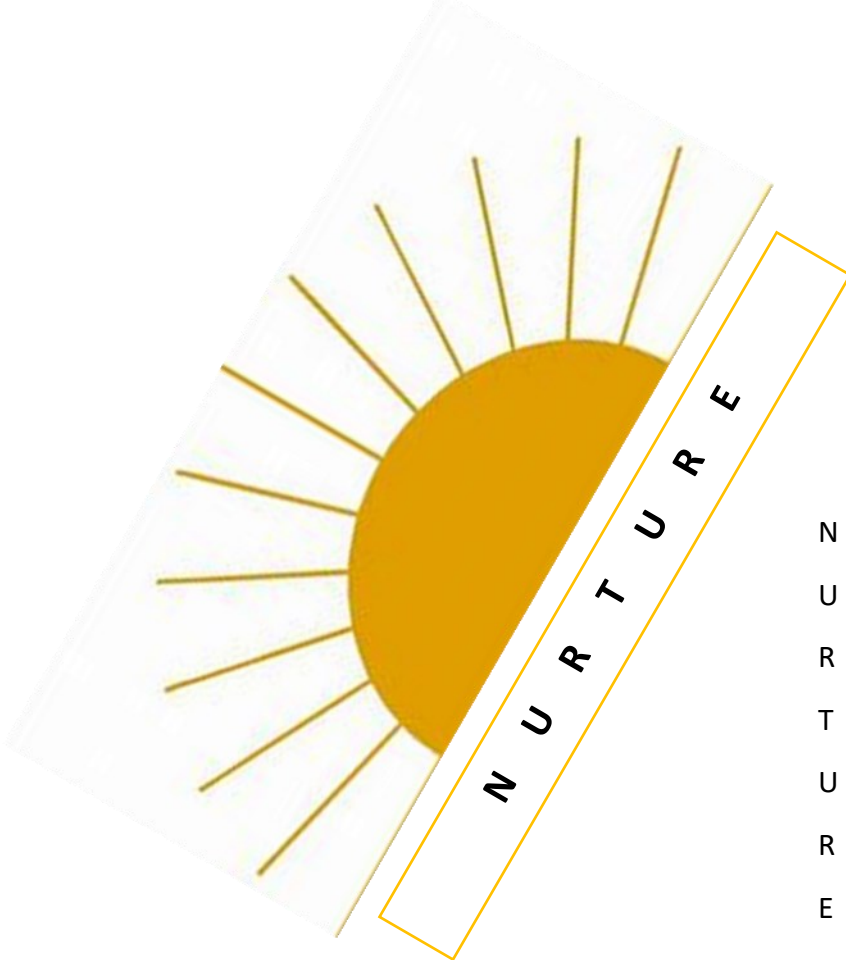
In order to ensure that the Federation functions properly the scheme of delegation allows for an appropriate degree of delegation at each level of the structure.

General Scheme of Delegation

Area	Decision	Delegation			
		Governors	Executive Headteacher	Federation Business Manager	Headteacher
HR	Staffing Structure	Y			
	Executive Headteacher Appointment/ Appraisal	Y			
	Headteacher Appointments /Appraisal and other Senior Staff Appointments (Senior Leads/Assistant and Deputy Headteachers)		Y		
	Appointments Authorisation			Y	
	Other school based staff appointments/ appraisal				Y
	Central Services Appointments			Y	
	Recruitment Process			Y	
	Staff Contracts			Y	
	Headteacher line management meetings		Y		
	Central services line management meetings			Y	
	School staff line management meetings				Y
	Simple Leave of Absence requests following the guidance			Y	Y
	Staff Attendance Monitoring		Y		
	Contractual changes, e.g. Flexible working requests, more complex LOA's, changes to hours (even temporary)		Y		
	Staff well-being				Y
	Capability	Y (EH)	Y (HT)	Y (Central Services)	Y (School Staff)
	Staff Disciplinary	Y (EH)	Y (HT)	Y (Central Services)	Y (School Staff)
	Staff Grievance	Y (EH or relating to EH)	Y		

Area	Decision	Delegation			
		Governors	Executive Headteacher	Federation Business Manager	Headteacher
Being Strategic	Vision and Values		Y		
	Marketing		Y		
	School Development Planning		Y		
	Performance		Y		
	Staff Training		Y		
	School Self-Evaluation				Y
	School Policies	Y			
Finance	Budget Planning		Y	Y	Y
	Budget Control			Y	
	Budget Monitoring				Y
	Procurement			Y	
	Service Level Agreements			Y	
	Capital Programme			Y	
Day-to-day Operational Management	Admissions				Y
	Permanent Exclusions		Y		
	School closure/changes to school day		Y		
	Fixed Term Exclusions				Y
	Safeguarding				Y
	Health and Safety				Y
	Academic Standards				Y
	Quality of Education				Y
	Catering				Y
	Transport				Y
	Learning Environment				Y
	Attendance				Y
	Deployment of Staff				Y
Communications with Parents and other stakeholders				Y	
Facilities	Repairs and Maintenance			Y	
	Asset Management			Y	
	Estate Management		Y		

Providing the optimal, individualised, environment to enable each pupil to flourish



- N Network around the child
- U Understanding individual needs
- R Relationship development
- T Therapeutic environment
- U United and supported teams
- R Resilience and regulation
- E Empowering success

Endeavour Federation provides education for children with social, emotional and mental health difficulties. Our aim is to give our pupils the best possible education in a safe, healthy and happy school where everyone matters and where learning is at the heart of everything we do.

The NURTURE therapeutic framework has been developed by the Senior Leadership Team, with support from Changing Minds UK [Clinical Psychologists] which aims to describe the overall therapeutic framework for the Federation. It is an evidence-informed framework, based upon best practice in supporting children with complex needs, drawing upon attachment and trauma theory, child development, resilience and systemic practice. Each of the seven areas of the framework will be described in detail below.

Network around the Child

At Endeavour Federation we aim to initially identify, and **work collaboratively** with, the support network around each child. We know that **joined-up** working is best practice in supporting young people with complex needs, as it leads to **shared understanding, consistency, stability and safety** in approach. We prioritise engaging with families and carers and involve them as much as possible in decisions around their child. Good **home-school communication** is promoted, and therefore time is taken to develop positive relationships with family members.

We also work in **partnership** with other agencies such as CAMHS, Youth Offending and Social Services. It is particularly important to liaise with other agencies about any **changes or transitions** that the child is likely to encounter and reflect on how best to support the child through these.

We also work closely with other agencies around **Safeguarding** and potential risks and difficulties that our pupils might experience. As we support a particularly vulnerable group of children, it is important that we are aware of potential risks in the community (such as substance use, CSE, grooming, social media) and help our pupils and their families to be aware of potential risks and how to best manage these. We do this through liaising with other agencies (such as the Police, Missing from Home Team, Charities), staff training in relevant topics, PHSE lessons, assemblies and family coffee mornings to share key information.

Understanding Individual Needs

The child is at the heart of everything we do, therefore we take time to ensure that we have a good understanding of the individual needs and strengths of each pupil. We do this through spending time with the child, observations, information from their families/carers and other agencies, and assessment. Individuality and diversity are celebrated, and therefore we employ a flexible, creative approach to meeting pupils' needs.

We take a **holistic view of each child**, taking into account their learning, social, emotional and mental health needs. An initial assessment of **learning needs** (such as a dyslexia screening tool, cognitive assessment and a visual stress assessment) and **social/emotional/behavioural needs** (boxall profile) is undertaken when each child first joins the school, when we consider the pupil's specific needs within a school environment, then a personalised holistic plan can be developed. We think creatively about how to meet each pupil's needs and provide a **bespoke package of support**. Each young person has a provision map, which is regularly reviewed and adapted, which details what we know about the child, their home life, their ongoing needs, and how best to support them. This provision map is available to all staff working with the child, which leads to a **consistent approach** in how staff manage their learning and behaviour. A regular review is undertaken which focusses upon what is working, and what is not, to allow staff to adapt their approach.

Relationship development

Our framework recognises the importance of the child having access to **attuned**, safe, **unconditional support** and nurturing relationships within the school environment. It sees these relationships as key to help each child to develop feelings of safety, social and emotional development, resilience and learning. Alongside a safe therapeutic environment, **trusting relationships** between staff and pupils are seen as an essential part of the therapeutic process, where **every interaction with a pupil has the potential to be therapeutic**. **Relationship repair** is also seen as important, so that pupils can learn that 'the relationship is bigger than the act'. A high level of **staff supervision** is always in place, to provide a sense of safety and (physical and emotional) availability of staff. We also promote a **sense of belonging** and encourage more informal relationship-building. For example, staff sit and eat with the pupils at breakfast and lunch times. Staff also carefully consider the use of language and the impact that this can have, and we are a '**Communication Friendly**' provision.

Pupils are also given lots of opportunities for **social interactions** with peers, both inside and outside of the educational setting. They are encouraged, and offered support, to develop and **maintain friendships** with peers and develop other key social skills.

Therapeutic Environment

We aim to provide a safe, therapeutic environment for our pupils which will enable them to flourish. We know that the best way of supporting a child with complex needs, is to **adapt the environment** around them to meet their needs so that they are supported to reach their potential. We aim to support pupils to **thrive**, rather than merely survive, at school.

We recognise that the children that we support often have a range of **unmet basic needs**. Many of our pupils are struggling with challenges within their home environments, with many on Child in Need or Child Protection Plans. Often the families/carers of the children may struggle to provide appropriate food, clothing, safety or nurture, or develop their child's self-care skills. Therefore, we aim to ensure that first and foremost, the basic needs of the child are met. When these needs are met, the child is then better able to go into a classroom, feeling safe and able to learn.

The school aims to provide a **safe haven** for pupils, where they can feel safe and secure regardless of what they might experience within the community. To enhance feelings of safety, there is as much **consistency and predictability** as possible within the school day so that the pupils know what to expect. Furthermore, staff are consistent in their training and approach to behaviour, so that the pupils can become more **trusting of staff's responses**. Staff are also trained in therapeutic approaches such as Emotion Coaching, so that the **therapeutic approach is embedded** throughout the environment.

United and Supported Teams

Staff resilience and wellbeing is essential to support them to remain emotionally available, attuned and responsive to their pupils, and for them to be able to help their pupils to manage their own emotions (provide co-regulation). It is therefore highly important to support staff in order to develop the most therapeutic environment for our children. Staff support and opportunities for reflection are prioritised, and these are held outside of the school day so that staff are more easily able to attend. We promote **psychological safety and understanding** within the system, so that staff can feel more able to say if they are struggling or need any additional support.

We provide **supervision** for staff, to enable them to **reflect** upon how they support young people and the potential impact upon themselves. In addition, we hold **staff wellbeing events, mindfulness groups**, and can help staff to access outside **additional support** where appropriate. Key staff in each school are offered the opportunity to undertake **Spotlight personality profiles**, which are shared within a team setting, to increase self-awareness and awareness of others in the team, and think about how the team can best work together. Team-building events also take place to **strengthen relationships** between staff. Support and reflection opportunities are offered at all levels of the service, and the Senior Leadership Team also engage in individual development opportunities. **Employee engagement** is seen as key, and staff are consulted on the ongoing development of the Federation.

Resilience and Regulation

The ability to better understand, describe and regulate emotions, reflect upon your own experiences, and understand the thoughts, emotions and behaviours of others, are key factors of resilience in young people. We recognise that resilience is not an individual trait, but incorporates many **systemic factors**, so we aim to provide an environment which is safe, stable, supportive, has positive relationships, provides opportunities for growth and development, and has opportunities for individual skill development in terms of emotional and social learning.

One of the primary outcomes of the service is supporting each pupil to develop their **emotional regulation skills**. We understand that the difficult behaviours that we see within the school environment are often a reflection of how the child is feeling underneath. Often the children that we work with do not have the emotional awareness and ability to be able to describe, understand and regulate their emotions (skills that are predominantly developed through the caregiver-child relationship), and therefore we may see these emotions being displayed through the behaviour of the child (such as aggression, self-harm, avoidance).

To support our staff to have a **consistent approach** to enabling the development of emotional regulation skills in our pupils, all staff have been trained in **'Emotion Coaching'**. Emotion Coaching helps children to 'understand the different emotions they experience, why they occur, and how to handle them.' (Gottman, 1996). Staff are trained to be **attuned and sensitive** to the individual emotional needs of each child, and to provide co-regulation. Over time, **co-regulation** by a sensitive caregiver supports the development of a child's own emotional regulation skills. The child's emotional state is calmed, acknowledged and validated.

Following this, staff support the child to problem-solve, repair a situation, or find strategies to better manage their emotions. Trained staff and peer mentors are available to facilitate **conflict resolution and restorative practice**. Where consequences need to be put in place, where possible these are logical or natural consequences, to help the child to better understand cause and effect. Physical intervention is rarely used, and is seen as a last resort where there are concerns about the safety of pupils, staff or visitors.

The oasis garden area offers space to reflect amongst flowers and herbs to stimulate quiet and a sense of calm and relaxation. The base is a classroom designed and laid out to feel homely and safe with soft furnishings, individual work stations and appliances such as a kettle, toaster and microwave so that pupils can develop independent living skills in a supportive environment a similar set-up can be found. The Forest school area promotes inquisitive thought and problem solving using the challenges of the natural world e.g building a pizza oven all from natural resources found in the space.

The activities/haven room offers a relaxation space at break-times where pupils can simply recline on the sofas/chairs and converse with one another or listen to music and watch the world go by through the windows. During lesson times this room is frequently used for pupils who wish to work on their own without the distractions of classmates or pupils who need reflection time after an incident or a difficult circumstance has arisen at home or in school.

The PET classroom is a cosy and welcoming space with a range of learning set-ups to suit the individual based on their emotional state (a break out room for individual work, a work-station for those who wish to be part of the lesson without feeling to exposed, the traditional classroom set-up supported by fidget aids for pupils who like to get up and move around and who work best in a busier environment.

In addition, we have counsellors and a CAMHS worker based within the provision, so that young people with more complex needs can have access to more **specialist mental health support** where needed. Pupils also have access to a range of wellbeing activities which aim to support the development of emotional regulation, such as **Mindfulness** groups.

Empowering Success

At Endeavour Federation, we want the **best outcomes** for our children and share their parents'/carers' hopes and aspirations. We pride ourselves on enabling our pupils to succeed in terms of their **academic achievement AND social and emotional development**. We endeavour to work closely with our pupils to identify their interests, skills and strengths and build upon these. We engage children in learning to allow for all pupils to have a **positive experience of education**. Where possible, we create opportunities for playfulness and fun which we see as crucial for enjoyment of life and learning. For example, we offer enrichment activities such as Duke of Edinburgh and social trips away from the school environment.

We have a focus upon intrinsic learning – helping our pupils to enjoy what they do, be playful and inquisitive, and gain a sense of **mastery, confidence and competence**. This then enables our pupils to believe in their ability to succeed, increases drive and motivation to learn, and impacts positively on self-esteem. In addition to this, we recognise pupils' progress daily, and **reward and celebrate achievements**. We involve each child in opportunities and choices about their education, helping them to feel **empowered and listened to**. In addition to academic achievement, we look at other potential goals and needs of our pupils, such as their social and emotional skills development. Targets and goals are regularly monitored and reviewed, alongside the pupil.