



FRANCIS BARBER
PUPIL REFERRAL UNIT

HEADTEACHER
CANDIDATE INFORMATION

WELCOME

Dear Applicant

Our Headteacher left to take up a senior post in the local authority and we need a new leader to consolidate our good practice and help provide a vision for the future. Francis Barber is a 'good' PRU overall with 'outstanding' behaviour and safety. Do read our last Ofsted report <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100994>.

We have two school sites, one in Tooting where the Headteacher is based and the other in central Wandsworth (Westdean). We have an FTE of forty two staff and at any one time we will be offering over a hundred pupils on-site full-time programmes and supporting fifty pupils in schools through the Pastoral Support Programme outreach process or with Alternative Providers.

At our Westdean site, as well as the main PRU, there are two additional projects, each with their own discrete rooms and entrance. 'Pathways' works with complex needs pupils who usually have autism as well as challenging behaviour and the Wandsworth Interim School Project enables pupils newly arrived in the borough to have education whilst a mainstream school place is secured.

Our Inclusion Advisor works closely with mainstream schools offering advice and support. A member of our staff co-ordinates the Quality Assurance of Alternative Provision within Wandsworth.

Francis Barber provides a service to all the secondary schools and pupils within the borough whatever their challenge or need. The service is strongly supported by the Wandsworth secondary headteachers, with the result that re-integration rates are good as well as exclusion rates declining. Staff work flexibly and with real enthusiasm to enable young people who are facing challenges in their education to achieve success.

As a Management Board, we are particularly proud of the way in which Francis Barber allows pupils coming into the PRU to find their feet quickly and make the best possible progress with their learning. Accredited outcomes at Francis Barber have been steadily increasing year on year. In 2015 96% of pupils gained at least one GCSE and 58% gained 5 or more GCSEs. The PRU also offers other accredited programmes and in 2015 100% of pupils left with accredited outcomes. We are keen to see these results continue to improve.

I would like to wish you good luck with your application. If you would like to contact me for an informal discussion, please call me on 07840 536 952.

Yours sincerely

Cllr Sarah McDermott
Chairman of the PRU
Management Board

Dear Applicant

Thank you for your interest in applying for the position of Headteacher at Francis Barber PRU. You can find further information about the school and the post, including a job description and person specification, and apply online at <https://jobs.wandsworth.gov.uk/>.

The first step in the selection process is your application. To get the most out of your application, please ensure you read through the person specification carefully and provide specific examples to demonstrate how you meet all the criteria.

We encourage you to visit Francis Barber PRU to help you prepare for your application. You are assured of a warm welcome. Visits can be arranged by calling, Andy Hough, Head of the Inclusion Service, on 020 8871 8856. Visits to the school will take place from w/c 8 February 2016.

The deadline for us to receive your completed application is midnight on Friday 26 February 2016.

Shortlisting will take place on Tuesday 8 March 2016.

We like to visit shortlisted applicants at their current schools to answer any questions they may have prior to the interview and assessment. Visits to schools will take place after 8 March 2016.

Successful applicants will be invited to an interview and assessment day 16 March 2016.

If you are unable to apply online, or have any special requirements to enable you to fully participate in the application and/or selection process, please contact me on 020 8871 8230 or by email to csschools@wandsworth.gov.uk to receive an application pack or with enquiries regarding the application process. Please ensure you provide a telephone number where you can be contacted or where we can leave a message.

We look forward to receiving your application.

Yours sincerely

Angela Esson
Senior Human Resources Officer



INTRODUCTION

Francis Barber is the Wandsworth secondary Pupil Referral Unit and is based across two sites - Tooting in SW17 and Westdean in SW18.

It is part of the Education Inclusion Service and aims to be a place where pupils can:

- Develop their educational and personal potential in a safe and supportive environment
- Make the best possible progress in their learning
- Identify and change, with help if necessary, aspects of their behaviour contributory to difficulties experienced in school
- Prepare for successful reintegration with school, or
- Work towards integration with further education, training and employment.

To realise these aims, staff are committed to:

- Creating a reflective, considerate and safe community where pupils can learn peacefully and be happy
- Providing a personalised curriculum made relevant by the assessed and identified needs of each pupil
- Valuing the individual strengths which pupils and staff can equally contribute to the development of positive and co-operative relationships at the PRU.

CONTEXT

We work with a complex client group comprising some of the most vulnerable and needy young people in the borough. These include:

- Pupils who have been permanently excluded or accepted on a managed move in lieu of permanent exclusion
- Pupils who are at risk of permanent exclusion dual registered with mainstream secondary schools
- Year 11 new arrivals who do not have EAL. These pupils take GCSE courses.
- Non-attending or phobic pupils who are not thriving at school or who have been off-rolled from out of borough schools (whilst living within Wandsworth). These pupils are referred to the PRU panel by Education Welfare.

“The unit's outreach service is effective in helping to improve students' behaviour in mainstream schools across the local authority.” Ofsted

We also provide a number of other services for the local authority:

- The Pathways programme, based at the Westdean site provides education for statemented pupils with complex special needs, most of whom are on the autistic spectrum. A Service Level Agreement was established with the Special Needs Assessment Section (SNAS) in 2011 to provide four places. This was increased to seven full-time places in September 2012.
- The Freshstart programme is for KS4 pupils with statements for BESD who would otherwise need to be educated out of Borough. There are fifteen places available funded by SNAS. Sometimes, although a special school would be an appropriate placement for a statemented pupil, none can be identified or agreed upon. In all cases the parent/s of the Fresh Start pupil have agreed that they would prefer their child to be educated at the PRU. Pupils are based at both the Tooting and Westdean sites.
- The Wandsworth Interim School Project (WISP), based at the Westdean site, provides education for up to thirty pupils in Year 7 -10 who are new arrivals to the Borough. This is an interim provision whilst a mainstream place is identified. For most pupils this is short stay (one month or less) and provides a good introduction to the British education system for pupils new to the country. Many of the pupils referred to WISP have EAL needs.



JOB DESCRIPTION

The appointment is subject to the current conditions of employment for Headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Headteachers and other current educational legislation.

This job description may be amended at any time following discussion between the Management Board and the Headteacher, and will be reviewed annually.

“All students make good progress, and some make outstanding progress in their personal, social and emotional development. This prepares them well for the next steps in their lives.” Ofsted

AREAS OF RESPONSIBILITY AND KEY TASKS

STRATEGIC DIRECTION AND DEVELOPMENT OF THE PRU - TO:

- Maintain and develop the PRU's successful and diverse provision for a range of groups of pupils with differing complex needs
- Generate vision, ethos and policies for the PRU which promote high levels of achievement and meet equality objectives
- Lead by example and provide inspiration and motivation to the PRU community
- Maintain and develop strong links with Wandsworth secondary schools as part of the Wandsworth Improving Behaviour and Attendance Partnership (WIBAP), and with other educational establishments
- Create and implement a strategic PRU improvement plan, underpinned by sound financial planning, within the changing national and local context, which identifies priorities and targets for ensuring that pupils achieve high standards and that teaching is generally outstanding and never less than good
- Support all staff in achieving the priorities and targets which the PRU sets for itself and provide them with the motivation to support its aims
- Work with the Management Board to ensure that the leadership of the PRU, including finance and administration support the PRU's policies, its vision and aims
- Monitor and review all aspects of attainment, priorities, targets and policy and take necessary action.

TEACHING AND LEARNING - TO:

- Create an environment which secures effective learning via a broad, balanced and relevant curriculum for all pupils, which promotes high standards of achievement, behaviour and discipline
- Ensure all pupils at the PRU receive access to an appropriate curriculum and opportunities for accreditation
- Monitor and evaluate the effectiveness of the curriculum
- Monitor the quality of teaching and pupils' achievements including the analysis of performance data
- Ensure effective links with secondary schools within and beyond the Borough in relation to planning for pupils' learning in order to maximise their progress
- Ensure that all Children Looked After maximise their attendance and are prioritised for placement at the PRU
- Ensure that every pupil at the PRU has an individual re-integration plan that includes aims, objectives and the role for parents/carers and other agencies
- Develop effective links with support services, other education providers and with the wider community within and beyond the Borough, including business and industry, to enhance teaching and learning and pupils' personal development
- Create create effective partnerships with parents and the wider community
- Contribute, as appropriate, to the teaching in the PRU.



LEADING AND MANAGING STAFF - TO:

- Develop positive working relationships with and between all staff and with the Management Board
 - Implement and sustain effective strategies for the management of all staff
 - Plan, evaluate and support the work of groups of staff, delegate appropriately and clearly and evaluate outcomes
 - Enable staff to develop expertise in their respective roles through the identification of needs, ensuring an effective programme of access to continuing professional development
 - Enable performance management systems to operate effectively and to engage with appraisal requirements of the Headteacher and relevant staff
 - Sustain personal and staff motivation.
- Manage and organise the use of the PRU's diverse and changing accommodation efficiently and effectively
 - Manage and organise relevant groupings of pupils to ensure effective teaching and learning takes place and that pupils' personal development needs are met
 - Establish priorities for expenditure and monitor the effectiveness of spending within the financial regulations of the LA
 - Monitor the use of resources with a view to achieving value for money, within the PRU's financial context.
- Provide relevant information about all aspects of the PRU to parents, the community and other interested parties
 - Ensure that the PRU meets all legal requirements in relation to equal opportunities legislation
 - Ensure that the PRU complies with all statutory requirements relating to the provision of education and other relevant legislation, e.g. The Children Act.

EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES - TO:

- Work with Management Board members and colleagues to recruit and retain high quality staff
- Ensure that all staff understand their roles and responsibilities
- Deploy and develop staff to make the most effective use of their skills, expertise and experience and to ensure the effective management of the PRU in the absence of the Headteacher

ACCOUNTABILITY TO:

- Provide information and advice to the Management Board so that it can meet its responsibilities and ensure proper accountability throughout the PRU
- Ensure that the financial accounts of the PRU are maintained according to LA financial regulations and that the Management Board is effectively informed to enable it to be appropriately accountable
- Create an ethos in which all staff recognise their accountability
- Account for the PRU's performance to internal and external agencies through the analysis of performance data and appropriate reporting; the use of such analysis to inform planning at all levels
- Ensure that the views of pupils are regularly taken into account

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN - TO

- Be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults
- Ensure that the Management Board is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection
- Ensure PRU sites meet all Health and Safety requirements and are appropriately maintained and fit for purpose.



PERSON SPECIFICATION

QUALIFICATIONS AND TRAINING

1. Qualified Teacher Status (QTS).
2. National Professional Qualification for Headship (NPQH) or higher level degree or management qualification.
3. Proven commitment to professional development in leadership and management and/or other relevant training.

EXPERIENCE

1. Successful experience of teaching in a mainstream school and a proven track record of leading school improvement and raising standards in a mainstream or alternative educational provision.
2. Successful experience of leading and motivating staff through collaboration and distributed leadership.
3. Proven track record of developing appropriate personalised curriculum for pupils with additional and special educational needs leading to positive academic, social and personal outcomes.
4. Successful experience of working collaboratively with other secondary Headteachers and senior leaders to improve outcomes for pupils.
5. Proven track record of engaging other agencies and partners to create change and positive outcomes for young people.

KNOWLEDGE AND UNDERSTANDING

1. Understanding of performance management in its widest sense and its impact on school improvement and school development.
2. In-depth knowledge of school evaluation and a sound understanding of how PRUs are evaluated against the Ofsted framework.
3. Up-to-date knowledge and understanding of the changing educational context and statutory requirements in relation to PRUs and Alternative Provision.
4. Up-to-date knowledge and understanding of the changing educational context and statutory requirements in relation to pupils with SEN.

SKILLS

Proven ability to:

1. Plan, manage and monitor a large and complex budget
2. Use assessment, recording, tracking and target setting to identify areas for development and raise standards
3. Engage, manage and successfully motivate young people with complex behavioural needs
4. Manage change proactively to enhance and raise standards
5. Listen and respond appropriately to adults and young people and handle sensitive issues with respect and care
6. Harness the involvement of staff, parents and the Management Board in the process of establishing a clear, shared set of aims, objectives and values for the PRU.

OFSTED QUOTES...

“Almost all Year 11 students in 2012 gained GCSE or vocational qualifications and moved on successfully to further education, training or specialist provision.”

“Teaching is good and some is outstanding. In outstanding lessons students benefit from very thought-provoking activities which constantly challenge their thinking and understanding.”

“The behaviour and safety of students are outstanding. Many pupils make great strides in improving their behaviour and return successfully to their mainstream schools.”

“Senior leaders are effective in raising the achievement of students by working very closely with each student’s mainstream school, planning a programme of study and activities that matches the needs of the students exceptionally well. Leaders have also worked successfully to improve the quality of teaching.”

“The headteacher and the deputy headteacher have a clear vision and an accurate view of the unit. Leaders place a strong focus on improving the performance of staff through rigorous monitoring and training.”

“The management committee is very effective and focuses closely on the needs of the students. Members have asked searching questions and checked the progress of the unit very closely.”



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Franciscan Road, Tooting, London, SW17 8HE