

Pinderfields Hospital PRU



Headteacher: Helen Mumby

Wrenthorpe Centre
Imperial Avenue
Wrenthorpe
WF2 0LW
01924 298351

The Limes
Long Causeway
Stanley
WF3 4JB
01924 298351

Early Years Assessment
Centre
Eastmoor Road
Eastmoor
WF1 3SQ
01924 378503

Forest Wood Assessment
Centre
Painthorpe Lane
Crigglistone
WF4 3HW
01924 258663

Thornes Centre
Lawefield Lane,
Wakefield
WF2 8ST
01924 298351

Hospital Tuition
Children's Ward
Pinderfields Hospital
Wakefield
WF1 4DG
01924 541947

Woodlands Centre
College Grove,
Castleford
WF10 5NS
01924 298351

ASISTANT HEADTEACHER SECONDARY PHASE

Pinderfields Hospital Pupil Referral Unit

Pay Range L6 – L10

Required for September 2025



OFSTED 2023 Overall Judgement = GOOD
Leadership & Management = Outstanding
Behaviour & Safety of Pupils = Outstanding
Achievement of Pupils = Good
Quality of Teaching = Good

Imperial Avenue, Wrenthorpe, Wakefield West Yorkshire WF2 0LW Tel: 01924 298351 Fax: 01924 586402

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www.pinderfieldshospitalpru.co.uk

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1. Welcome from the Chair

Dear Applicant

Thank you for your interest in applying for the position of Assistant Headteacher Secondary Phase of Pinderfields Hospital Pupil Referral Unit (PHPRU).

We are a small, split-sited and inclusive SEND & medical PRU which provides a warm, welcoming learning environment for our pupils, who have a range of medical needs, including those relating to mental health.

In June 2014 an Ofsted Inspector said:

“Pupils try very hard to live up to the high expectations of behaviour and attitudes set for them and as a result, behaviour is exemplary.”

“Pupils say they feel safe and well cared for. This is because staff ensure that each pupil’s individual needs are met very well.”

“The development of pupils’ confidence and self-esteem is a strength, because staff have expert knowledge of how to manage pupils with mental health needs.”

“It gives priority to meeting pupils’ health, communication and learning needs. Partnership with mainstream schools is very effective in ensuring that the pupils do not fall behind their peers.”

In June 2017 (at a short inspection) an Ofsted Inspector said:

“The leadership team has maintained the good quality of education in the school since the last inspection.”

“Parents, staff and pupils praise all aspects of the school.”

“Children and young people told us they feel listened to and supported with their learning, and are increasingly confident to take their next steps when they leave Pinderfields.”

In March 2023 (at a short inspection) an Ofsted Inspector said:

“Leaders have ambition for pupils. From early years to key stage 4, they ensure the curriculum meets pupils’ needs. This includes pupils with special educational needs and/or disabilities (SEND).”

“The curriculum at each site is well designed. Leaders place a sharp focus on reading. They ensure pupils are prepared for their next steps in education or towards adulthood. Provision is matched to pupils’ academic needs and SEND. Pupils that need specialist adaptations are thoughtfully supported.”

Due to the forthcoming promotion of our current secondary assistant headteacher, the Management Committee is seeking to appoint a new assistant headteacher for secondary who has the energy and enthusiasm to support the headteacher. Candidates must have a good understanding of teaching and learning across all key stage 3&4 and experience of working with children with additional needs and behaviours. In addition, they must have excellent interpersonal skills allowing them to motivate a team of highly dedicated and experienced teaching and support staff.

As a tour of the PRU will not be offered on the interview day, we warmly encourage you to attend one of the two afternoon visits, 12th November 4pm and 18th November 4pm. Please contact Diane Cameron, Business Manager, on 01924 298351 option 9 who will be able to arrange this for you.

We look forward to receiving your application and being able to consider how you can continue to develop our provision to the next level whilst maintaining its ethos.

Yours Faithfully,

Mrs S Sharp - Chair of Management Committee

2. Our School

Pinderfields Hospital School was established in 1948 by the Local Education Authority to meet the educational needs of children in hospital.

We still do this today, in our classroom in the children's ward at Pinderfields Hospital, but our medical provision has greatly extended to include a medical site for secondary children at Wrenthorpe and a home tuition offer for children too ill to leave the home.

In 2013 we became a Pupil Referral Unit, and this is when we began to develop our offer further.

In 2018 we created and opened our Forest Wood Centre for reception and KS1 children with severe speech, language and communication needs and/or ASD.

In April 2022, children and staff from the Thornes & Woodlands Centres joined the PRU family. These are sites for children with severe and complex SEMH needs.

In September 2022, we created and opened the Limes Centre, a site for KS2 children with severe and complex ASD.

We are presently working with Wakefield Local Authority to open another site that mirrors the provision of Forest Wood.

We believe that all children and young people are entitled to:

- Their needs being recognised and addressed
- A personalised curriculum
- The opportunity to participate, achieve and progress
- An uninterrupted education
- National assessment
- Experience success

We endeavor to provide a range of learning experiences in a caring and secure atmosphere, where both effort and achievement are encouraged and praised.

We always respond to the changing needs of our pupils and encourage them to contribute in a positive way to the environment, the community and the society in which they live.

We make every effort to foster personal and moral values, respecting all races, cultures, genders and disabilities.

We ensure that all sites are well resourced – indoors and outdoors.

2. Our School

MISSION STATEMENT

At Pinderfields Hospital PRU we will:

- Encourage honesty, respect and trust
- Exercise discipline and self-control
- Feel safe, secure and happy in the school environment
- Develop our confidence and self-image to allow us to achieve our potential
- Ensure everyone is important and valued
- Promote healthy lifestyles
- Encourage understanding and acceptance of individual needs
- Offer continued support for a smooth transition to the next provision

2. Our School



“Your level of care is outstanding; the staff are all fantastic . . . thank you!”

“The support you have for families and the children is beyond anything we have known possible”

“We feel that you are very good at identifying ways to make our child feel comfortable at his most anxious times”

My only regret is not finding you sooner, I can't help but wonder how much his school experience would have improved if he had accessed your support and resources sooner”



2. Our School

The Early Years Assessment Centre

22 children attend the Early Years Assessment Centre from 2 years of age. They have a medical condition/disability/speech language and communication need where it is regarded that further multi professional assessment of the child's needs will be necessary to determine their future educational placement. The focus of this educational setting is assessment, which provides accurate information about the child's level of development, and physical needs to inform and facilitate future provision.

"Children in the Early Years Assessment Centre make an excellent start to their learning. This is because it benefits from being co-located with a mainstream school and that the partnership with families is strong." Ofsted

"Children in the Early Years Assessment Centre may join at the age of two years. These children often have complex physical and sensory needs. The children make excellent progress personally, socially and in communicating, because their needs are assessed and met very well." Ofsted



2. Our School

Forest Wood Centre

20 children attend the Forest Wood Centre from 4 to 7 years of age. They have a medical condition/disability/speech language and communication need where it is regarded that further multi professional assessment of the child's needs will be necessary to determine their future educational placement.

The focus of this educational setting is assessment, whilst maintaining educational progress.

This new provision opened September 2018.



"we have noticed a significant change in our son's behaviour and progress since starting here" ...parent

2. Our School

Hospital and Interim Tuition

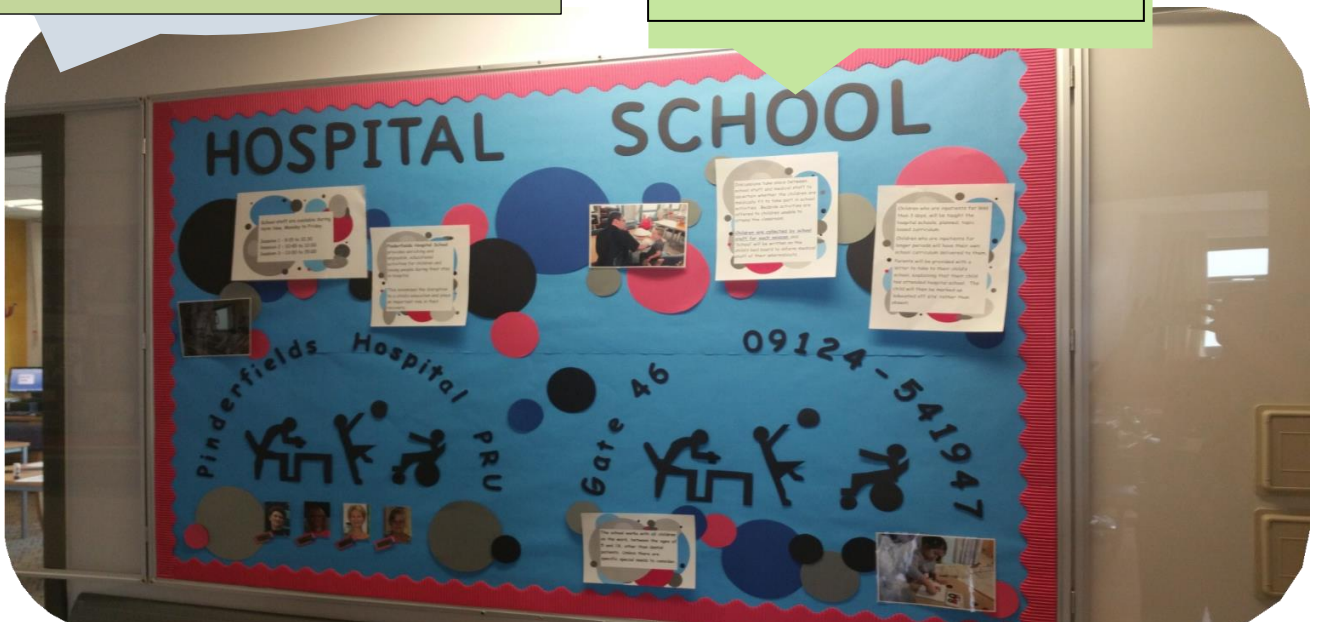
There is one paediatric ward at Pinderfields General Hospital for patients from birth to eighteen, as well as specialist provision for burns and spinal injuries. As children are in hospital for a variety of medical reasons, these must be the first consideration in any educational provision.

We provide:

- Ward or class-based tuition for in-patients
- Support for children making the transition from hospital back to school
- home tuition for children who are too ill to access full-time education in their usual school
- Multi-agency responsive support for school aged children with a life threatening or life limiting illness

“Pupils on the in-patient ward at the hospital make good progress, because they are reassured and enjoy their school work.” Ofsted

“Pupils who receive home tuition make good progress as a result of the individual attention they receive. Those pupils who can are enabled to make the transition to attending the main site in a short space of time, because this is managed carefully and



2. Our School

The Wrenthorpe Centre

If a child or young person is unable to attend school for a while because of a medical or mental health problem, we will, in consultation with parents and other professionals, seek an alternative way of maintaining their education. We may offer individual or small group tuition for pupils who are too ill to access full time mainstream education or those who are making the transition from hospital back to school. This alternative provision would normally take place at the Wrenthorpe Centre. If circumstances, dictated by the child's medical condition, inform us, then tuition can take place in the home.

The aim of alternative educational provision is to reintegrate these pupils back into full time mainstream or special education when their medical condition is optimised. In the interim, there is a need to ensure access to quality education, for opportunities for working in partnership with other agencies e.g. Child & Adolescence Mental Health Service, Educational Psychology Service and Educational Welfare Service

"Pupils join the PRU with a very wide variety of starting points, both in ability and age. The vast majority of pupils make good and sometimes outstanding progress in personal skills, particularly in gaining confidence and self-esteem."
Ofsted

"Staff are skilled in maintaining a lively and positive atmosphere at all times. This is because the organisation of learning ensures that pupils are calm and stress free."
Ofsted



2. Our School

Bespoke Support for other schools and academies

Support for young people with a medical need, which includes mental health issues such as anxiety, depression, phobias, or eating disorders, where presenting behaviours is below the threshold that triggers sustained involvement with specialist services.

Bespoke training to groups of students relating to emotional well-being and mental health

Bespoke INSET training for staff relating to emotional well-being and mental health

The above services are purchased through Service Level Agreements



"The teacher has been amazing and extremely understanding and helpful. She has helped my son a lot and he absolutely loves his lessons. Thank you so much for everything." Parent of off-site pupil

2. Our School



THORNES AND WOODLANDS CENTRES

8 children attend the Thornes Centre years 3-6.

16 children attend Woodlands Centre reception to year 6

All the children have profound social, emotional and mental health needs (SEMH). Many children have communication and interaction needs as well.

Children learn and gain skills to enable them to reach their full potential. This includes English and Maths. However, our curriculum also has a strong emphasis on developing emotional regulation and the skills to engage with learning in a nurturing environment.

We provide:

- A specialist curriculum to meet children's SEMH;
- Specialist interventions outlined in their EHCP
- A high level of adult support
- Nurture principles

Curriculum

- Our main focus is developing children's personal skills so that they can safely access school and their community.
- Children learn maths and English in a way that is tailored to their individual needs.
- We cover other aspects of the curriculum through topics and creative learning.

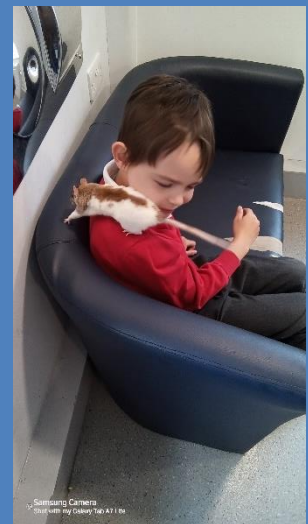
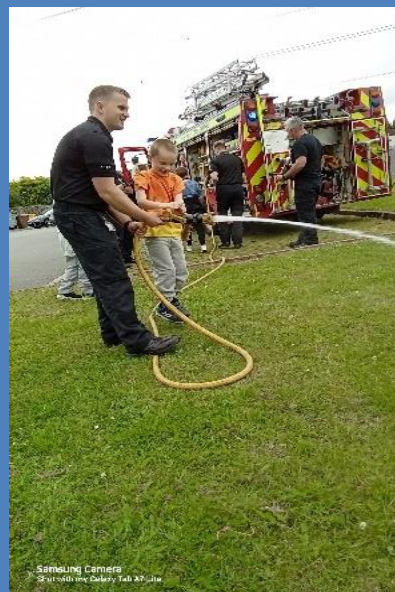


LIMES

20 children attend the Limes Centre for KS2. They have a medical condition/disability/ASD or speech language and communication need where it is regarded that further multi professional assessment of the child's needs will be necessary to determine their future educational placement.

The focus of this educational setting is assessment, whilst maintaining educational progress.

This provision opened in September 2022



3. Accountabilities, Context & Challenge

TYPE	CATEGORY	PHASE	AGE RANGE	NOR	GROUP SIZE
Hospital PRU	Maintained - Community	Special	2 - 19 yrs	Variable (funded for 94 currently)	3
PERFORMANCE					
Good					
SCHOOL DEVELOPMENT PLAN / SELF EVALUATION FORM / AREAS FOR IMPROVEMENT					
<ul style="list-style-type: none"> To further embed approaches to the teaching of science across all sites. To enhance approaches which take into account and meet pupils' sensory needs. To improve the accuracy, suitability and effect of assessment systems including feedback and recording. 					
PUPILS		SCHOOL		ADDITIONAL FACTORS	
FREE SCHOOL MEALS Variable		MULTIPLE SCHOOLS no		LEADING A TEACHING SCHOOL No	
ENGLISH AS AN ADDITIONAL LANGUAGE Variable		DISPERSED SITES Yes Wrenthorpe Centre Pinderfields Hospital EYAC Centre Forest Wood Centre Limes Centre Thornes Centre Woodlands Centre		SCHOOL TO SCHOOL SUPPORT (Excluding regular collaboration) Via Special School/PRU Memorandum of Understanding	
PUPIL MOBILITY 0%		BUDGET Stable		PARTNERSHIPS Member of Education & Inclusion LA Directorate Social Services Health CAMHS Therapy Services	
LOOKED AFTER CHILDREN Variable		STAFFING STRUCTURE 65 FTE			
SEND SUPPORT Variable		SPECIALIST UNITS N/A			
ATTENDANCE Variable—due to medical need including mental health issues Presently whole school is 84%		EXTENDED SERVICES No			
		GOVERNANCE Management Committee			
Date Completed : Sept 2024					

4. Pupil Performance Data

Key Stage 2 SATS 2024

Pupils	English Reading Result	English Grammar, Punc & Spell Result	Maths Result	English Writing Teacher Assessment	Science Teacher Assessment
1	82	A	N	PK5	HNM
2	N	A	84	PK3	HNM
3	N	82	N	PK3	HNM
4	80	101	86	PK6	HNM
5	99	101	97	WTS	HNM
6	A	A	93	PK4	HNM
7	N	82	82	PK2	MHN
8	99	87	101	WTS	HNM
9	100	97	93	WTS	HNM
10	A	A	A	PK5	HNM
11	N	A	81	PK3	HNM
12	N	84	N	PK4	HNM
13	A	A	N	PK1	HNM

Key Information:

PKM 1-6: Pre-Key Stages 1-6

WTS: Working towards the expected standard

HNM: Has not met the expected standard

A: Absent

Scores for Reading/GPS/Maths are Scaled Scores:

A score of 100 indicates a child has met the expected standard

Year 4 Multiplication Check 2024

Pupil	Result (out of 25)
1	1
2	18
3	0
4	3
5	0
6	1
7	1
8	1
9	5
10	0

Phonics Screening Assessment 2024

Pupil	Result (out of 40)
1	2 (almost a refusal)
2	19

(The pass mark is 32; both of these were Yr2 resits)

GCSE results 2024

Subject	9-1	9-4	National Figure (all schools)
GCSE English Language	93%	15%	61%
Functional Skills English level 2	100%	100%	
GCSE English Language/Functional Skills (Level 2 English totals combined)	100%	46%	
GCSE English Lit	81%	27%	73%
GCSE Maths	100%	43%	59%
GCSE Science Trilogy (double award)	100%	57%	57%
GCSE Statistics	100%	16%	69%
Art	100%	100%	76%

5. Contact Details

- Pinderfields Hospital Pupil Referral Unit
- Telephone: 01924 298351
- Website: www.pinderfieldshospitalpru.co.uk
- PHPRU Twitter: @hospitalpru
- Wakefield Council Facebook: www.facebook.com/mywakefield
- Local education news: @WakefieldEduc

6. The Wakefield Council offer

A range of opportunities

Wakefield provides a wide range of opportunities for those fortunate enough to secure a leadership or teaching post in a school:

The quality of education provided by the 144 schools and academies continues to improve.

Effective partnership working with and between schools is a priority in Wakefield. This has led to new

opportunities for school leaders and staff to work in partnership to develop new sustainable ways of working, enhanced provision, and improved outcomes. Wakefield Strategic Alliance, a partnership between all Wakefield schools will soon be in existence to support this work.

More Good Governance: Reviews of governance, National College training, mentor support and enhanced recruitment strategies have strengthened governance of schools.

The Council is committed to providing a visit from School Improvement Advisers to all schools and academies each term—'Keeping in Touch' visits. There are opportunities for school leaders and effective classroom practitioners to provide school to school support. These opportunities align to the Teacher and Headteacher standards and pay progression and encourage effective individuals to become system leaders.

Opportunities to become a Specialist Leader of Education (SLE), Local Leader of Education (LLE) and National Leader of Education (NLE) are promoted and suitable candidates are encouraged to take this next step in their career. Information events for candidates and those who aspire to become accredited are run on a regular basis.

A range of leadership programmes have been commissioned, including Aspiring System Leaders and Aspiring Middle Leaders programmes delivered by

A wide range of support services including curriculum, music, SEND, and inclusion.

A range of benefits

Wakefield wants the best Leaders and Teachers to work in the district. Therefore, new opportunities are available to those coming from outside the district to lead or teach in a Wakefield school:

schools for schools.

Headteachers are encouraged to become NLE's and LLE's and are deployed to support local schools.

Teachers and Leaders are encouraged to become SLE's and are deployed to support local schools.

There is an extensive training programme available via the local authority and Teaching Schools. Wakefield has many Teaching Schools.

The two-day residential School Leaders' Conference is an annual highlight of the CPD programme. This has been held in York in recent years with a range of high quality keynote presenters and workshops



7. Living and working in the Wakefield area

Wakefield and the surrounding towns and villages can offer a great deal to those thinking of relocating to the area. The district has a superb range of housing, from new executive builds and period detached properties to semi-detached and terraced homes, both for sale and to let in the buoyant rental market.

Across the area, there are a range of both public and private schools and two further education colleges, Heart of Yorkshire (Wakefield College) and Pontefract New College.

Transport links and networks are very accessible as the district is located at the crossroads of the M62/M1. The city of Wakefield has a railway station at Westgate, on the East Coast Main Line, along with 900 rail parking spaces for commuters. In addition, an extensive refurbishment of Kirkgate Railway Station has taken place. For amenities, the city and town centres offer good sport facilities, both public and private, including the leisure and entertainment complex at Xscape, and retail centres hosting big name stores and independent businesses, restaurants and retailers.

The district has seen a renaissance in terms of culture, events and tourism in recent years. For those interested in world class art, visit The Hepworth Wakefield and Yorkshire Sculpture Park, both nationally acclaimed galleries which are part of the Yorkshire Sculpture

Triangle. Grass roots arts also flourish, Wakefield has a bi-monthly art walk which includes many venues and The Art House has been refurbished to transform it into 34 artists' studios and new exhibition space.

Heritage gems include The National Coal Mining Museum for England, National Trust Nostell Priory and the remains of Pontefract Castle, which hosts annual Proms at the Castle concert

Local festivals are as diverse as an annual Miners Gala, Wakefield Festival of Food, Drink and Rhubarb, Pontefract Liquorice Festival, Seaside in the City, Wakefield Lit Fest and a large number of local galas and shows run by local communities.

Open spaces, waterways and country parks are plentiful. These include the Trans Pennine Trail, sailing and watersports at Pugneys Country Park, walking and nature at Newmillerdam Country Park and RSPB Fairburn Ings. You can even take part in wild swimming at Nostell Priory too.

For more information about the district and its communities, take a look at these online resources:

Experience Wakefield – The Wakefield culture and Leisure website: www.experiencewakefield.co.uk

Take a look at 10 of the best local cultural twitter accounts to follow: <http://buff.ly/1jCzSG6>



8. The Role

The Management Committee are seeking an Assistant Headteacher who will:

- Undertake any professional duty delegated by the Headteacher;
- Support and deputise for the Headteacher;
- Ensure that the school provides high-quality education to all pupils;
- Maintain an oversight of day to day site organisation;
- Establish, support and uphold the aims and objectives of the school;
- Establish, support and uphold all policies, including those through which the aims and objectives can be achieved;
- Monitor progress of such policies;
- Manage staff and resources, with the support of the Headteacher.
- Ensure that teachers plan and implement programmes of work for each pupil in their class in accordance with their needs, curriculum and the Code of Practice for pupils with special educational needs;
- Implement aspects of the induction policy for new staff and ensure they are well briefed in the organisation of the school and its policies and procedures, including acting as an induction mentor for new staff;
- Be a member of the DSL team;
- Implement the staff development and Inset policies;
- Participate in the selection and appointment of new staff, teaching and non-teaching;
- Ensure effective communication throughout the school—that all staff receive information they need in order to carry out their professional duties effectively;
- Act as team leader in the Performance Management of teachers and support staff;
- Share an overview of curriculum, assessment and record keeping systems with the rest of the SLT to ensure continuity and standardisation throughout the school, including ongoing regular review and evaluation of existing policies;
- Ensure, together with the other SLT members, that health and safety and legal procedures are followed and that staff are regularly updated regarding changes to these;
- Carry out teaching duties in accordance with the school's schemes of work and curriculum;
- Demonstrate outstanding teaching practice when covering for absent staff;
- Act as SENCO and support our other SENCOs;
- Develop and maintain effective partnerships with a variety of outside agencies;
- Develop effective partnerships with parents, the community, mainstream schools etc.
- Have responsibility for areas include areas such as:
 - Behaviour and attendance
 - Wellbeing
 - CPD
- Advise, co-ordinate and lead school improvement in some of these areas, as stated in the School Teachers' Pay and Conditions Document. This will include responsibility for policy statements and action plans, schemes of work, teaching approaches and resources, liaising with other schools and agencies, and promoting parental and staff understanding of the work being done in school.
- Uphold the School's Staff Code of Conduct;
- Set a good example in terms of dress, punctuality and attendance

- Attend and participate in parent events
- Uphold the school's behaviour code
- Plan and participate in staff training;
- Attend team and staff meetings;
- Maintain standards and the quality of the school e.g. reports and liaison with parents and other professionals etc.

9. Advert

ADVERTISEMENT

Post title (please indicate if temporary)	ASSISTANT HEADTEACHER FOR SECONDARY PHASE – Permanent Full Time
Section	PINDERFIELDS HOSPITAL PRU (Special)
Location (Including full postal address)	IMPERIAL AVENUE, WRENTHORPE, WAKEFIELD, WF20LW
Grade	Leadership Spine 6-10
Salary	
Hours	Full time
Job Evaluation Code	

Pinderfields Hospital PRU is looking to recruit an inspirational and dedicated Assistant Headteacher for the Secondary phase to join the Senior Leadership Team from September 2024 due to the promotion of the current incumbent. The school operates on multiple sites, with the Secondary Assistant Headteacher based at the Wrenthorpe Centre. Successful candidates must be willing and able to work across sites.

In addition to the general, site-based responsibilities of the role, the post holder will have responsibility for coordinating areas that may include such as:

- Behaviour and attendance
- Wellbeing
- CPD

Following a good with outstanding Ofsted judgement in 2023 the school has further developed all aspects of provision for its pupils. Pinderfields Hospital PRU, The Wrenthorpe Centre, caters for pupils from across the Wakefield District who are deemed medically unfit for their mainstream provision. At our other sites we provide education for pupils with PLD, SEMH and ASD. We are looking for a highly motivated, innovative and enthusiastic Senior Leader to join our team. The successful candidate will join an excellent team of skilled and dedicated staff who are committed to pupil progress and individual achievement. Our children are at the heart of everything that we do.

We will offer:

- The opportunity to develop your teaching expertise within an ever-improving school
- Talented, friendly, dedicated, caring and ambitious staff
- Happy confident children who enjoy learning and achieving
- A welcome friendly school with a commitment to developing your skills through high quality continuing professional development
- Consistently high and improving standards
- A fully supportive, knowledgeable, active and accessible Management Committee.
- Enthusiastic and hardworking pupils
- Small class groups supported by a strong team of skilled Teaching Assistants.

Applications are invited from outstanding classroom practitioners, with experience and expertise of having worked within Secondary Schools, both mainstream or special. You should have a commitment to collaborative working within a multi-disciplinary team and a proven track record of successful senior or middle leadership. As a highly skilled professional you will have good interpersonal skills and be able to motivate a dedicated and hardworking staff team in order to ensure that the school continues to provide an outstanding level of education to all of its pupils.

We strongly encourage prospective candidates to come and visit the school by arrangement with the School Business Manager via e-mailing: admin@hospitalschools.wakefield.sch.uk

Visits are on Tuesday 12th November 4pm and Monday 18th November 4pm

The successful applicant will be required to complete a Disclosure Application Form and to provide criminal conviction information. For further information please visit: jobs.wakefield.gov.uk. Alternatively, you can contact the Recruitment Line on 0845 6036049 (typetalk calls welcome) or email: jobs@wakefield.gov.uk.

Completed application forms should be returned the school by 12pm Thursday 21st November

Closing date: 12pm Thursday 21st November

Interview date: 2 days Tuesday 3rd and Wednesday 4th December

Media: Wakefield website

Available to Job Share: NO

Please return completed forms to: admin@hospitalschools.wakefield.sch.uk

Job Specification

Job Title: Assistant Headteacher Secondary	
School: Pinderfields Hospital PRU	
Location: Imperial Avenue, Wrenthorpe, Wakefield, WF20LW	
Group Size of School: 3 Age Range: 2-19 NOR: Variable (Currently funded for 94)	Individual Pay Range (5 pts): L6 to L10

Reporting to: Headteacher
Service Directorate: Children & Young Peoples Services
<p>The overall purpose of the post of Assistant Headteacher:</p> <ul style="list-style-type: none"> • To support and assist the Headteacher in all aspects of school life. • To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of an Assistant Headteacher. • To seek to achieve any performance criteria, objectives or targets agreed with or set by the Headteacher and School's Governing Body in accordance with the requirements set out in the current School Teachers' Pay and Conditions Document. • To promote and safeguard the welfare of all children and young people within the school, by assisting the Headteacher in ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.

Requirements for the post

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status with good honours degree • Evidence of involvement in INSET activities as a participant and as a provider 	<ul style="list-style-type: none"> • Post Graduate • National Professional Qualification (SL or ML) • NaSENCo
Experience	<ul style="list-style-type: none"> • Substantial experience within the Secondary phase providing for educational needs across the full ability range, including SEND • Strategic responsibilities in school leadership and management • Leadership of one or more curriculum areas and or pastoral leadership, successfully designing a coherent and well sequenced curriculum and delivering CPD to enable staff to develop expertise in the subject • Experience of exam procedures and data analysis strategies • Successful implementation of improvement plans to improve outcomes for pupils • Leading and managing staff successfully and effectively tackling under performance • Working with governors including attendance and/or reporting at governor meetings • Active membership of the school management team • Outstanding classroom teacher and role model demonstrating expertise across the curriculum and securing strong outcomes for pupils including pupils from disadvantaged backgrounds or with SEND • Detailed knowledge of safeguarding requirements for schools 	<ul style="list-style-type: none"> • Teaching the whole primary age range • Working in a variety of different schools/LA's • Line managing other staff • 'Stepping up' proactively when needed • Membership of the governing body as a teacher representative • Current SENCO • Current exams officer

Knowledge and understanding	<ul style="list-style-type: none"> • The role of a leadership group within a school • Detailed understanding of the principles and practice of Secondary education in Key Stages 3 and 4 plus Post 16. • Detailed understanding of how to plan and deliver a carefully sequenced knowledge rich curriculum • The assessment, recording and reporting of pupils' progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum • The school's role in effectively providing for the needs of all pupils, including those with SEND • A detailed understanding of the OFSTED Inspection Framework • The process and importance of school self-evaluation • Whole-school issues and their implications for financial management, including how to make effective use of additional funds, such as Pupil Premium, to close gaps in attainment • Transition pathways 	<ul style="list-style-type: none"> • The implications of group characteristics such as SEND or Pupil Disadvantage, and how to work strategically to ensure that every child has the opportunity to fulfil their potential • Knowledge of recent national educational developments, initiatives, and legislation, and how they may impact on the school • Knowledge of Post 16 education • Knowledge of primary phase education
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Skills	<ul style="list-style-type: none"> • Show evidence of vision, initiatives, and leadership in managing change to enhance and raise standards • Able to inspire, challenge and motivate others • Support the work of colleagues and provide staff development, with an understanding of its relationship to performance management • Involve staff, parents, governors, and stakeholders in the process of establishing a clear set of shared aims, objectives, and values for the school • Listen and communicate effectively (both orally and in writing) to a variety of audiences, including parents who may be reluctant to engage with school • Work effectively as a member of the leadership team, keeping a high-profile approachability and visibility for all staff • Set and achieve ambitious, challenging goals and targets for self and others • Show strong interpersonal skills, responding appropriately to both adults and children • Have a calm approach and positive attitude to behaviour management • Work in partnership with the Headteacher, supporting and leading the raising of standards across the school • Hold difficult conversations when necessary, and communicate messages effectively even when they may not be well received 	
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Personal Characteristics	<ul style="list-style-type: none"> • Ability to manage change sensitively • Calm approach including when under pressure • Resilience • Ability to prioritise and organise yourself and others • Ability to demonstrate initiative • Self-motivation • Enthusiasm and the ability to lead by example • A 'can do' person who has a flexible and positive attitude to everyday leadership • Strong characteristics in line with our school values 	
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Key Outcomes/Activities

Teaching and Learning	<ul style="list-style-type: none"> • Carry out teaching duties in accordance with the school's schemes of work and National Curriculum • Liaise with colleagues to deliver units of work in a collaborate way • Work with all staff • Set targets for student attainment levels
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	<ul style="list-style-type: none"> • Set work for students absent from school • Demonstrate good practice in the teaching areas of responsibility
Assessing and Reporting	<ul style="list-style-type: none"> • Record students' work • Maintain lesson evaluations • Mark and return work within agreed time span, providing feedback and targets • Provide assessment reports to monitor student progress • Work collaboratively with the other Assistant Headteacher on assessment whole school • To be the exams officer on the secondary site • Liaise with parents and attend consultation evenings • Work within the Code of Practice relating to Special Educational Needs
Leadership and Management	<ul style="list-style-type: none"> • Support and deputise for the head teacher • Act as the SENCO for the secondary site • Understand issues relating to the organisation, ordering, and funding of resources • Support and uphold the school's policies on behaviour, discipline, and bullying • Develop the curriculum at KS3 and 4 and support primary curriculum • Have responsibility as exams officer, Secondary SENCO and Secondary LAC coordinator • Support budget responsibilities for the Secondary site • Coordinate the delivery of health and safety policies • Contribute to staff development activities • Manage/ deployment of Teaching Assistants and the continuous professional development to maximise their impact in the classroom
Standards and Quality Assurance	<ul style="list-style-type: none"> • Support the aims and ethos of the school – to ensure that everyone is important and valued • Set a good example in terms of dress, punctuality, and attendance • Attend and participate in out of school activities • Uphold the school's behaviour code and uniform regulations • Participate in staff training • Attend team and staff meetings • Develop links with governors, LEAs, and neighbouring schools

Not all the above duties will need to be performed all the time and will vary according to the needs of the school at any one time. The specific focus for the Assistant Headteacher will be negotiated and agreed at the beginning of each performance management cycle.

In addition to the above duties, the postholder will carry out any other reasonable duties relevant to the role as determined by the Headteacher.

Responsibility for Resources

Employees (supervision):

As assigned by the Headteacher/ Governing Body (Teaching & Non-Teaching)

Financial:

As assigned by the Headteacher/ Governing Body

Physical:

Responsibility (as assigned by the Headteacher) for the physical resources held in school e.g. manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies.

Characteristics of the school:

- **Dispersed Sites** – 7 sites, potentially 8 in September 2025
- **SENDCO Lead** – On each site
- **Curriculum Subject Lead** Maths, English, Science, PSHE, Careers
- **Early Years Lead**
- **English as an additional language** – 10% (all sites) 3% Secondary
- 43% FSM Pupil Premium (all sites) 41% Secondary
- 78% SEND/ EHCP (all sites) 31% Secondary
- **Most recent OFSTED inspection outcome** – ‘Good’ March 2023

Employment checks

The following employment checks are required:

- Identity Check
- Rehabilitation of Offenders Act 1974
- Children’s Barred List
- Prohibition from Teaching Check
- Evidence of a satisfactory safeguarding check e.g., Enhanced DBS Check
- Evidence of entitlement to work in the UK
- Childcare Disqualification Declaration (where applicable)
- Evidence of Essential Qualifications – see page 2 of this Job Specification
- Two satisfactory references (including current or most recent employer)
- Confirmation of medical fitness/ clearance for employment
- Driving Licence clearance
- Professional Registration with appropriate bodies (where applicable)
- Fluency Duty
- Lived or worked abroad declaration

Date completed: October 2024

11. How to Apply/Feedback

Post reference: Headteacher

For information about how to apply for this post, please request an application pack from Diane Cameron
admin@hospitalschools.wakefield.sch.uk

For further information about School please visit: www.pinderfieldshospitalpru.co.uk

Completed application forms should be returned to Pinderfields Hospital PRU, The Wrenthorpe Centre, Imperial Avenue, Wrenthorpe, Wakefield WF2 0LW (email admin@hospitalschools.wakefield.sch.uk) by noon Friday 4th October 2024.

Tour of the school available 25th September and 1st October by contacting Diane Cameron 01924 298351 option 9

Closing date 12 noon Friday 4th October 2024.

Shortlisting from Tuesday 8th October 2024

Interview dates: Tuesday 15th & Wednesday 16th October 2024

We are committed to promoting the welfare and safeguarding of children and expect all staff to share this commitment. You will be required to complete a Disclosure Application Form and to provide criminal conviction information.