**Executive Head of Education at**

**Poplar Adolescent Unit and the St Aubyn Centre**

**Job Grade:** **Leadership 14 - 21**

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| **The Role**  **To lead the Education Departments in providing the highest quality education for the young people in hospital at Poplar and the St Aubyn Centre and to work as part of the multi-disciplinary teams.** |

**Job Purpose**

To ensure the young people at Poplar Adolescent Unit and The St Aubyn Centre receive high quality, age-appropriate education which meets their needs.

To continue to develop and strengthen the relationship between the two centres, ensuring a shared ethos and maximising the potential for sharing knowledge, expertise and resources.

To work with the multi-disciplinary teams to ensure that education is an integral part of the treatment for patients at the Poplar and St Aubyn Centres.

**Key Responsibilities**

**Within the Therapeutic Education Departments**

* To provide high quality professional vision, leadership and management for therapeutic education at Poplar Adolescent Unit and the St Aubyn Centre.
* To ensure provision of a curriculum that meets the academic and mental health needs of the students and ensures that they are well prepared for life upon discharge.
* To secure and sustain outstanding teaching and learning
* To continue the highly effective work with the Management Committees
* To be responsible for financial management across the two Centres, working closely with the Finance Committees and Local Authority funding managers.
* To ensure the strategic management of resources, integrating financial planning within wider planning and decision-making processes to deliver the best outcomes for pupils.
* To have overall responsibility for all aspects of staffing including recruitment, appraisal, supervision and well-being. To regularly review the staffing structure and staff roles to ensure that they meet the needs of the service.
* To be the Designated Safeguarding Lead ensuring that the wellbeing of all young people at the centres are at the forefront of the work and that all staff have appropriate training in all safeguarding related areas.
* To create a safe and productive learning environment which is engaging and fulfilling for all children and young people
* To promote excellence, equality and high expectations for staff and young people at both centres.
* To lead the Self Evaluation and School Development processes and to meet OFSTED and DfE requirements.
* To ensure effective access to relevant career information and guidance for all pupils, especially those who are at risk of becoming NEET.
* To make positive relationships with schools and colleges (including virtual schools) to enable the successful re-integration of young people to their home communities.
* To lead the CPD training programme within the centres

**As part of the NHS Units**

* To ensure education staff are fully involved in the assessment, planning and provision of treatment for young people at the units and that key staff have the opportunity to attend the full range of multi-disciplinary meetings and reviews.
* To attend or ensure that the education teams are represented at the weekly multi-disciplinary ward review meetings for Poplar, Longview and Larkwood.
* To work closely with NHS colleagues, playing an active part in the NHS senior team meetings and contributing to the development of the units’ policies, procedures and practices.
* To contribute to the training of NHS staff including supporting medical and psychology trainees.
* To undergo training in TASID (Therapeutic and Safe Interventions and De-escalation) and be willing and able to apply this where necessary

**In a wider context**

* To strengthen links with local schools, colleges, alternative providers and the local authority to promote understanding of young people’s mental health needs and support them in developing their services in meeting these needs and contributing to outreach training.
* To maintain our leadership role within regional and national adolescent psychiatric units through involvement with QNIC, Units United, NAHE and other relevant organisations.

**The successful candidate will be required to share their time between the sites and therefore need to be able to travel as part of this role.**

**Personal specification**

**Experience, understanding and skills**

* DfE recognised teaching qualification and further training relating to leadership and management.
* Recent relevant teaching and leadership experience and relevant professional development.
* Excellent oral and written communication skills and the ability to use information technology effectively.
* Adaptability, energy, commitment, personal and professional integrity.
* An ability to lead the development of the therapeutic education departments and sustain high expectations.
* Ability to engage and work effectively with colleagues and experience of a significant constructive role in teamwork including the use of performance management to bring about positive change.
* Knowledge and understanding of mental health difficulties and experience of working with young people with mental health problems in an education context.
* Ability to engage and enable young people with mental health difficulties to access education.
* Experience of child protection procedures.
* An understanding of children’s behaviour as a result of traumatic experiences in their lives and an awareness of a holistic approach to their management.
* Ability to engage effectively with young people displaying difficult behaviour.
* Ability to stimulate and motivate young people who have had a disrupted educational experience, working with social, emotional and behavioural difficulties.
* An understanding of equal opportunity issues and an awareness of gender, cultural, ethnic and religious issues and how these may impact on learning.
* Experience of successful working with other disciplines and agencies.

**DfE Headteachers’ Standards 2020 apply to this post**

**1. School culture**

Headteachers:

* establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
* create a culture where pupils experience a positive and enriching school life
* uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
* promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
* ensure a culture of high staff professionalism

**2. Teaching**

Headteachers:

* establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
* ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
* ensure effective use is made of formative assessment

**3. Curriculum and assessment**

Headteachers:

* ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
* establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
* ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
* ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum

**4. Behaviour**

Headteachers:

* establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
* ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy
* implement consistent, fair and respectful approaches to managing behaviour
* ensure that adults within the school model and teach the behaviour of a good citizen

**5. Additional and special educational needs and disabilities**

Headteachers:

* ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
* establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
* ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
* ensure the school fulfils its statutory duties with regard to the SEND code of practice

**6. Professional development**

Headteachers:

* ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
* prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development
* ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

**7. Organisational management**

Headteachers:

* ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
* prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
* ensure staff are deployed and managed well with due attention paid to workload
* establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
* ensure rigorous approaches to identifying, managing and mitigating risk

**8. Continuous school improvement**

Headteachers:

* make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
* develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context
* ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

**9. Working in partnership**

Headteachers:

* forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
* commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
* establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

**10. Governance and accountability**

Headteachers:

* understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
* establish and sustain professional working relationship with those responsible for governance
* ensure that staff know and understand their professional responsibilities and are held to account
* ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties