



FRANCIS BARBER

# Francis Barber School (PRU) Headteacher Recruitment Pack

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**W: Francis Barber Pupil Referral Unit**



## Letter of Welcome

March 2026

Dear Applicant

Thank you for your interest in the role of Headteacher at Francis Barber PRU. After twelve successful years, our current Headteacher has decided to take retirement. We are therefore seeking a new leader who can consolidate our strong practice and help provide a clear, confident vision for the future of Francis Barber PRU.

Francis Barber was most recently inspected in October 2024 and was rated *Good* for Quality of Education, Behaviour and Attitudes, and *Outstanding* for Leadership and Management and Personal Development. We are proud of this recognition and remain ambitious for further improvement. Do read our last [Ofsted](#) report here.

Our provision operates across two school sites:

- **Tooting (Franciscan Road)** – newly rebuilt by the Department for Education and due for completion in mid-2026.
- **Westdean (central Wandsworth)** – also home to our Pathways provision for pupils with complex needs.

We have a full-time equivalent of 42 staff. During 2024–25 we supported 125 pupils on site and a further 112 in schools. Reintegration rates remain strong, and exclusion rates are low. Staff work flexibly, creatively, and with deep commitment to enable young people often facing significant challenges to make meaningful progress.

As a Management Board, we are particularly proud of the inclusive ethos that allows pupils to settle quickly and achieve strong outcomes. Accredited results have been consistently robust; for example in previous years, 93% of pupils gained at least one GCSE and 52% gained five or more. We are keen to build further on this trajectory.

Yours sincerely,

**Cllr Rex Osborn**

Chairman of the PRU Management Board



## **Information About the School**

### **Our Provision**

The school roll is 94 pupil places; we work with young people at Secondary ages from Years 7 – 11 and with both boys and girls. The setting encompasses placements for young people with Education Health and Care Plans in the Pathways and Fresh Start provision. The Admissions Service also commissions a number of Year 11 places for young people newly arrived in the Local Authority. The school operates in a flexible and supportive manner, with a child-centred approach.

Rates of school exclusion and suspensions are low in Wandsworth and Francis Barber Pupil Referral Unit plays a pivotal role by supporting pupils who are struggling to engage with education or at risk of exclusion and providing advice and expertise to schools. It also plays a crucial role in providing full time education to those who have been permanently excluded and supporting them to reintegrate back into mainstream school, or in to further education.

Francis Barber also runs three additional programmes alongside its provision for disaffected young people and those for whom mainstream education has proved difficult.

- Pathways: provides 7 places for pupils with complex SEND or SEMH needs who are awaiting a special school placement and need intensive one to one support. Currently based upstairs at the Westdean site. The provision has a separate entrance and discrete classrooms.
- Fresh Start: Provides 15 places at Key Stage 4 for pupils with Education Health and Care Plans who would otherwise need a special school placement. These pupils are able to integrate with the wider PRU cohort and are entered for GCSEs. Pupils attend both sites
- Year 11 Programme: 12 places for pupils who arrive in borough part way through year 11 and are able to access a programme of GCSEs. Pupils attend both sites

### **Our mission statement**

The work of all at Francis Barber is focused upon:

- Inspiring
- Supporting to Achieve
- Inspiring and supporting young people to achieve the best outcomes and engage with their futures by providing a second chance in education

## Testimonials

### Parental Questionnaires

#### Parent of Pupil A

*"My son has been very well respected at Francis Barber; they treat him like a student and talk to him, not at him. Every member of staff is amazing and work so well with all the children, not just my son"*

#### Parent of Pupil B

*"My son has loved his time at the PRU, I'm so happy with communication"*

### Leavers' Feedback

#### Parent

*"My son had the best time here since he started secondary school. Being here helped him to grow and mature and become more independent. Thank You all very much for all your help and support"*

#### Y11 pupil

*"At Francis Barber I enjoyed it a lot and I changed in a good way, my behaviour got better and I was focussed more in lessons and loved all my teachers and will miss them all and don't worry I'll make sure I come back to see you guys, for now I'll see you around"*





## Ofsted

*“The school has put in place an ambitious curriculum that has the necessary structure and flexibility so that pupils’ needs can be met successfully. Careful and comprehensive initial assessments check what pupils already know. “*

*“Expectations for pupils’ academic success and wider development are high. Staff demonstrate an unrelenting ambition for pupils from the moment they join.*

*“Staff use positive approaches to manage pupils’ behaviour. Pupils who need extra support with their behaviour are sensitively and respectfully given the space, time and strategies they need to successfully get back on track”*

*Ofsted 2024*





## Curriculum



### Curriculum Intent

Francis Barber's curriculum intent is to provide young people with the skills and knowledge to become confident individuals who are able to lead safe, healthy and fulfilling lives and to prepare them for reintegration into an appropriate mainstream provision or to prepare them for GCSE level course and for moving onto a college or apprenticeship at 16. We aspire for all our young people to become responsible citizens who make a positive contribution to society.

### Curriculum Approach

We recognise that our pupils have different experiences in education and often a range of complex needs, for example medical, SEMH, trauma, attachment and other needs that are barriers to their learning. In order to meet these needs, we have implemented a trauma informed approach for our work with pupils, inside and outside the classroom, and a broad curriculum offer. Many of our pupils have undiagnosed as well as diagnosed needs associated with ADHD, ASC, speech and language difficulties and dyslexic type difficulties when they join Francis Barber. Pupils may also be experiencing significant mental health challenges, such as moderate or severe depression and anxiety, in addition to Special Educational Needs (SEN) and disabilities.

#### We provide:

- A personalised curriculum tailored to assessed needs
- GCSE and Functional Skills pathways
- Strong pastoral and therapeutic support, including CAMHS involvement and trauma-informed practice
- High expectations around reintegration where appropriate
- Outreach support to mainstream schools to reduce exclusions



## Curriculum Impact

Through the implementation of our core, foundation and enrichment curriculums we enable our young people to become successful learners, and develop better understanding of themselves, their goals and the communities they live in.

## Curriculum Outcomes

Recent performance includes:

- Significant accelerated progress in reading (average 18 months' progress in 3 terms for Y11)
- 74% achieving Level 1 Functional Skills in English and Maths
- 61% achieving GCSE passes in English and Maths
- 57% achieving five GCSEs including English and Maths
- 92% of Year 11 students securing destinations in FE, apprenticeships or training





# FRANCIS BARBER PRU- HEADTEACHER JOB DESCRIPTION

## CORE PURPOSE

The Headteacher will have overall responsibility for the organisation, management and conduct of the school, providing inspirational leadership and strategic direction to ensure the achievement of the highest possible standards of education.

In addition, the Headteacher will be committed to the safeguarding and welfare of all children and to promoting high standards of behaviour through appropriate support, skilled management and inclusive provision, enabling all children to participate, learn, enjoy and achieve.

The duties outlined here are in addition to those covered by the latest School Teachers' Pay and Conditions document, which should be read in conjunction with this document. Other duties include:

- Meeting the National Standards for Headteachers
- Achieving any performance criteria, objectives and targets agreed with, or set by, the school's Governing Body

## KEY RESPONSIBILITIES

### STRATEGIC DIRECTION AND DEVELOPMENT OF THE PRU

- 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**

- 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 effective partnerships with parents and the wider community
- Contribute, as appropriate, to the teaching in the PRU.



## **LEADING AND MANAGING STAFF**

- 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.

## **EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

- 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
- 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.



## **ACCOUNTABILITY**

- 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
- Maintain 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 and use such analysis to inform planning at all levels
- Ensure that the views of pupils are regularly taken into account
- 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

## **SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN**

- 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.



# FRANCIS BARBER PRU- HEADTEACHER PERSON SPECIFICATION

## QUALIFICATIONS

- Qualified teacher status with a graduate level qualification
- NPQH or other relevant professional qualification
- Evidence of continuous professional development in leadership and management
- Substantial and successful teaching experience in a secondary setting
- Proven track record of leading school improvement and raising standards

## EXPERIENCE

- Successful senior leadership experience in a secondary school setting
- Successful experience of working collaboratively with other secondary Headteachers and senior leaders to improve outcomes for pupils.
- Proven record of improving outcomes for vulnerable learners
- Experience of multi-agency partnership working
- Experience managing staff, budgets and complex operational contexts

## KNOWLEDGE AND SKILLS

- Deep understanding of SEMH, trauma-informed practice, safeguarding and SEND
- Ability to analyse performance data and use it to drive improvement
- Strong decision-making and problem-solving skills
- Ability to lead and inspire staff teams
- Up-to-date knowledge and understanding of the changing educational context and statutory requirements in relation to PRUs and Alternative Provision.
- Understanding of local authority processes, exclusions guidance and reintegration frameworks

## **PERSONAL QUALITIES**

- Empathy, resilience, and emotional intelligence
- Commitment to inclusion, equality and child-centred practice
- High personal standards and professional integrity
- Ability to navigate complex situations calmly and effectively