

**Maudsley & Bethlem Hospital School**

**Head Teacher**

**Candidate Information Pack**

**Contents**

**Welcome from the Chair**

**Mission and Values**

**Contextual Information**

**Advert and How to Apply**

**Person Specification**

**Job Description**

**Welcome from the Chair**

Dear Colleague,

Thank you for your interest in the role of Head Teacher of the Maudsley & Bethlem Hospital School.

As Chair of Governors, I am proud to introduce you to the work of our unique school. Maudsley & Bethlem Hospital School is a Southwark school which provides educational support for children and young people aged 4 to 19 who are inpatients of the Maudsley and Bethlem hospitals.

We provide personalised learning and support for pupils so that, despite the challenges they face, they are enabled to make progress in their learning and emotional well-being. As far as we can, we aim to be an ordinary school for exceptional children and young people in extraordinary circumstances.

In November 2021, Ofsted once again judged our school to be ‘Outstanding’. Although our pupils are unwell, through highly personalised nurture and support, we represent normality and predictability for them when in crisis. As such, we have the highest expectations of our pupils, their attendance, engagement and continued commitment to their education.  We know that the majority of our children and young people will leave us to re-join their ‘home’ school or go on to the next phase of their learning; some are with us a few days, some weeks and some for a number of months. It is therefore vital that we assess pupils’ learning needs quickly and accurately, in order to ensure that we make a tangible and positive difference to their learning experience in their short time with us.

We support pupils in regaining their self-confidence, self-esteem, and giving them the resilience and tools to be able to cope in their chosen educational or vocational destination. We believe in our pupils. We believe they can achieve find joy and purpose in their lives and surmount many of the challenges they face.

The successful candidate will be energetic, ambitious for our pupils and our school. Passionate about education, you will have proven leadership experience working with vulnerable pupils with mental health needs and/or SEND. With highly developed interpersonal skills, you will work in partnership with all our stakeholders, including parents, governors, the Hospital Trust and the Local Authority. We have played and wish to continue to play a lead role in developing a clear and coherent approach to the provision and funding of educational support to children and young people inpatient in mental hospitals. We have both national and international ambitions for our work.

As our Head Teacher, you will lead our school with vision and confidence on the next phase of our journey, upholding our values and putting pupils – current and future - first in all you do. 2024 is expected to see the opening of new premises for part of our school within the Pears Maudsley Centre for Children and Young People. You will be an ambassador for the school, supporting the governors’ vision to find innovative ways to extend the reach of our work. As well as supporting our children and young people in their educational endeavour we would hope to advocate, and support them in advocating, to help change the stigma, silence and prejudice that exists toward mental illness- we know this to be as great a hurdle to success as illness itself.

I hope you are inspired by what you read in this information pack to take on this exceptionally rewarding challenge. I look forward to hearing from you and receiving your application.

**Mickey Kelly MBE NLE,**

 **Chair of Governors**

**Our Mission and Values**

**Our Mission**

Maudsley & Bethlem Hospital Schools aspire to sustain a caring environment: where young people are valued and nurtured, where their voice is both heard and amplified, where they can begin to find the confidence and ambition to define and pursue a life that is meaningful, joyful and productive.

**Our Values**

The statements below describe how we choose to work together, the team culture we value, and how we look to get things done.

**Ambitious.** We are ambitious for our students’ learning. We plan to be a turning point in their lives.

**Collaborative**. Our success depends on collaboration and our ability to work as a team.

**Steadfast.**We confront calmly the stigma and prejudice that still surrounds mental health. We can change attitudes in society, through our work.

**Kind.**We are kind and compassionate even when we need to have difficult conversations.



**To our students…**

We are ambitious for your learning. We plan to be a turning point in your lives.

We go the extra mile to help you re-engage with learning, never giving up.

We celebrate diversity and accept unconditionally your right to make choices.

We are a gentle, orderly school where you are always respected and valued.

We are kind and compassionate even when we need to have difficult conversations.

We listen closely to you. Your safety and wellbeing are paramount. We have zero-tolerance of harassment and unlawful discrimination in all forms.  Through our education we will help you prepare for a successful future in modern Britain.

**To our colleagues…**

Our success depends on collaboration. We can only support young people if we support each other.

We give each other time. How well we communicate with each other affects our students’ learning.

The empathy and generosity we extend to our students we extend to each other too.

We rely openly on each other – giving and accepting support freely.

We accept each other’s strengths and weaknesses. We are comfortable seeking support if we need it.

We set ourselves the highest professional standards and want to be held to account for our decisions.

**To our partners…**

Alongside you, we are supporting young people on a journey to wellbeing. Our part is education.

We appreciate your professionalism.

Your skills complement ours.

**To the wider world…**

We work to change attitudes to mental health.

We share our expertise, knowledge and insight.

We confront calmly the stigma and prejudice that still surrounds mental health. We can change attitudes in society, through our work.

We resist becoming inward-looking. We look around us, learn, and take our place in the fast-changing world of education.



And finally…

To work this way takes **courage**. Compassion and kindness are not easy options.

We have the courage to admit when things do not go well. We learn from our students how to do better each time.

**Contextual Information**

The Maudsley & Bethlem Hospital School is open to pupils aged 4- 19 years who are patients of the Maudsley or Bethlem Hospitals. By definition, all our pupils have psychological illnesses that affect their learning and often their ability to function appropriately and successfully in the community.

Our intake is very diverse geographically. In 2021 we received a varying proportion of pupils from the local community (4 per cent), the region (69 per cent) and nationally (27 per cent). These pupils were from 37 different local authorities.

The essence of our school is that each pupil’s individual needs are accurately analysed and provided for in individualised learning programmes. Within the context of groups and lessons, each pupil’s needs are specifically planned for and met so that they can make the maximum progress possible, in the context of their illnesses. The length of time that they are with us is determined by the hospital.

At the time of admission many pupils’ engagement with education is in jeopardy. The average percentage across the school of pupils in education on admission is 44 per cent. We specialise in re-engaging those young people and by the time of discharge the percentage engaged in education has risen to 83 per cent. We work to maximise their successful return to education, employment or training on discharge.

The school is made up of seven services units spread over two sites, nine miles apart.

As a hospital school with ill patients and an average pupil mobility of 304%, we do not figure on any Ofsted data report. However, we have developed extensive assessments and data analyses that give comparable information to the IDSR. This is used to measure our impact as a school and to identify emerging areas for development. The rate of mobility remains high. However, the rate of pupil progress has been sustained. (See progress data on the school’s website)

The age range is a variable – we have provision for EYFS (Early Years Foundation Stage) through to Sixth Form although not all provision is used all the time: for example, there has been only one Early Years pupil in at least 18 years.

Pupils have a wide range of abilities across all ages. Analysis of our baseline data (the WRAT assessment) shows that we have pupils with a far wider range of skills on intake than would be found in the general school-age population. Many of the pupils are confronted by considerable barriers to learning and before admission to our school a significant proportion were poor attenders at their home school.

Pupil numbers vary on almost a daily basis. Pupils may be admitted for as little as a few days or atypically for over a year. By the nature of the challenges faced by our pupils, admissions are often of an emergency nature with the school knowing nothing more than a pupil’s name on arrival. Discharge can be similarly sudden with teachers planning individual learning for pupils for the next day, only to find that the pupil has left. As an admission to the school is not led by education, we rarely receive standards or progress data when pupils are admitted and all pupils are therefore in-house baseline tested in Maths, English, and their well-being and, after two weeks, their functioning in class.

The following table, based the hospitals’ information, is provided for ease of access to basic information about our seven services spread over two sites:

|  |  |  |  |
| --- | --- | --- | --- |
| **Department** | **Location** | **Age range** | **Number of students (day)** |
| Primary Middle | Bethlem | 4-12 | 8 |
| High Dependency Unit (Primary Middle +) | Bethlem | 4-12 | 2 |
| Secondary / Post 16 | Bethlem | 12-19 | 12(4) |
| Psychiatric Intensive Care Unit | Bethlem | 12-18 | 8 |
| Snowsfields | Maudsley | 12-18 | 11(3) |
| Enhanced Treatment Service | Maudsley | 12-18 | 15 |
| Intensive Treatment Programme (ITP) | Maudsley | 12-18 | (15) |



**Locations:**

**Bethlem Hospital Site**: Monks Orchard Road, Beckenham BR3 3BX

**Maudsley Hospital Site**: 1st floor, Mapother House, Maudsley Hospital, De Crespigny Park, Camberwell, SE5 8AZ

**Advert and How to Apply**

The Governors of the Maudsley & Bethlem Hospital School are seeking to appoint a Head Teacher to lead our unique and highly successful school from September 2023. The Headship presents an exceptional opportunity for a visionary, empathetic professional. Our mission is to create a safe, caring environment where young people experiencing mental health challenges can enjoy learning, feel valued, and move forward with their lives. The successful candidate will be an exceptional leader with experience that includes educational provision for pupils experiencing mental health or other medical needs and/or SEND.

Ofsted judged Maudsley & Bethlem School to be Outstanding in November 2021. Our school is defined by our values: We are **ambitious** for our students’ learning. We plan to be a turning point in their lives. We are **collaborative**. Our success depends on collaboration and our ability to work as a team. We are **steadfast.**We confront calmly the stigma and prejudice that still surrounds mental health. We can change attitudes in society, through our work. We are **kind** and compassionate even when we need to have difficult conversations.

You will be energetic, ambitious for our pupils and forward-thinking. Passionate about education, you will have proven leadership experience working with pupils with mental health needs and/or SEND. With highly developed interpersonal skills, you will work in partnership with all our stakeholders, including parents and governors, the hospital trust and the local authority.

As our Head Teacher, you will lead our school with confidence on the next phase of our journey, upholding our values and putting pupils first in all you do. You will be an ambassador for the school, supporting the governors’ vision to find innovative ways to extend the reach of our work.

Applications are invited from candidates from hospital schools and special schools, as well as mainstream primary and secondary schools. Prospective applicants are welcome to telephone the Deputy Head of School, Philippa Levy (tel. 020 8777 1897), for an informal discussion about the post. The school can be visited by arrangement between Monday 6th to Friday 10th February 2023, please email the address below to register your interest.

For an application pack and further details see the school website: www.maudsley-bethlemhospital.southwark.sch.uk/

Please email completed applications to recruitment@maudsley-bethlemhospital.southwark.sch.uk

**Apply by**: Wednesday 22nd February 2023 at 12 noon

**Visit dates:** Week beginning Monday 6th February 2023 at the Bethlem site

**Interview date:** Thursday 9th, Friday 10th or Monday 13th March 2023 at the Maudsley site

**Start date:** 1 September 2023

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Our recruitment processes follow the statutory guidance: Keeping Children Safe in Education 2022. This vacancy is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020 and all staff are required to undertake an Enhanced Disclosure with barring information from the Disclosure & Barring Service as well as other vetting checks. We are an Equal Opportunities employer.*

**Bethlem Hospital Site**: Monks Orchard Road, Beckenham BR3 3BX

**Maudsley Hospital Site**: 1st floor, Mapother House, Maudsley Hospital, De Crespigny Park, Camberwell, SE5 8AZ

**Tel**: 0208 777 1897

**Email:** recruitment@maudsley-bethlemhospital.southwark.sch.uk

Website: https://www.maudsley-bethlemhospital.southwark.sch.uk/

**Person specification: Headteacher**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **criteria** | **qualities** | **Essential** | **Desirable** | **Evidence** |
| **Qualifications and training** | A good honours degree.Qualified teacher status National professional qualification for headship (NPQH)Safeguarding: Designated Person Training | XX | XX |  |
| **Experience** | Demonstrable experience of successful senior leadership and management in a school Substantial successful teaching experience Knowledge and understanding of teaching and learning in primary and/or secondary schoolsSuccessful experience of leading teams across more than one siteAbility to plan strategically and operationally with the Senior Leadership Team, allocate resources effectively and evaluate impactUnderstanding of what constitutes quality in educational provision for children and young people with mental health needs and/or SEND in a specialist settingDesirable – to have significant experience of work with other agencies such as social care and health servicesDemonstrable experience of implementing successful strategies for planning, implementing, monitoring and evaluating school improvementKnowledge of innovative ways of using ICT to support teaching and learning | XXXXXXX X | X |  |
| **Skills and knowledge** | Data analysis skills, and the ability to use data to set targets and identify weaknessesUnderstanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improveUnderstanding of school finances and financial managementEffective communication and interpersonal skillsAbility to communicate a vision and inspire othersAbility to build effective working relationshipsAbility to advise the governors on the future strategic direction of the schoolKnowledge and understanding of statutory requirements and experience of Child Protection , Safer Recruitment, Safeguarding procedures and PreventKnowledge of the key legal issues relating to leadership of a school including,: equal opportunities, disability, race relations, employment, health and safety and public relationsExperience of working with external partners eg alternative education provider, local authority, health professionalsUnderstanding how to use finance to drive improvement | XXXXXXXXXXX |  |  |
| **Students and Staff** | Outstanding classroom practitioner with an excellent understanding of how young people learn, barriers to learning, and the core features of successful classroom practiceProvide inspirational leadership which challenges, motivates and empowers young people, staff and parentsSuccessful experience of curriculum development and assessment to maximise young peoples’ educational outcomes and provide a personalised curriculumAppreciate the importance of staff wellbeing  | XXX |  |  |
| **Accountability**  | Experience and evidence of highly developed skills of robust appraisal and performance management of direct staff and systems for all staff, recognising high performance and tackling underperformance to resolutionExperience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for moneyAble to understand the role of governance and work co-operatively with governors | XXX |  |  |
| **Personal qualities** | Ability to embrace the core concept of ‘personalised learning’ for all young people and the School’s core values ~~of~~: ambitious, collaborative, steadfast and kind.A commitment to uphold the 7 principles of public life (the [Nolan principles](https://www.gov.uk/government/publications/the-7-principles-of-public-life)) at all timesAbility to be an outward facing leader, when appropriate, determined with sound judgement and strong negotiation/advocacy skillsAble to relate empathetically to and maintain empathetic relationships with parent/carers, pupils, staff, governors, hospital staff and the wider communityApproachable with outstanding communication and interpersonal skills across all media and a range of audiencesAble to organise work, prioritise tasks make decisions and manage time effectivelyExcellent listening skills, consults and values the contributions of othersHave stamina, resilience, tenacity; remains positive and enthusiastic whilst working under pressureHave a passion for working with young people with mental health needs, SEND and medical needs Have a commitment to personal and professional development for allA commitment to getting the best outcomes for all pupils and promoting the ethos and values of the schoolA commitment to maintaining confidentiality A commitment to safeguarding and equality. A commitment always to act in the best interests of the pupils | XXXXXXXXXXXXXXX |  |  |

**Job Description**

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**Job Title**: Headteacher

**Salary:** The school is a Group 4, inner London school, salary negotiable depending on the experience of the successful candidate. Governors are prepared to consider using their discretion to go beyond range for an exceptional candidate.

**Contract type:** Full-time permanent

**Reporting to:** The governing body

**Responsible for**: Immediately line-managing the Senior Leadership Team: currently the deputy headteacher and an assistant headteacher; monitoring teaching and support staff; liaising with the hospital trust and ward staff.

**Main purpose**

The headteacher will:

* Establish and sustain the school’s ethos and strategic direction together with the governing board
* Establish and oversee systems, processes and policies so the school can operate effectively
* Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school’s context
* Ensure these school improvement strategies are effectively implemented
* Monitor and drive progress towards achieving the school’s aims and objectives
* Allocate financial resources appropriately, efficiently and effectively
* Work with other hospital schools and the National Association for Hospital Education in promoting the interests of their pupils and organisations
* Work with the hospitals, the pupils’ home schools, local authorities and the multi-disciplinary teams, both within the hospitals and beyond them
* Monitor and respond to external change pro-actively, at a national, regional and local level, where needed.

**Qualities**

The headteacher will:

* Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
* Build positive and respectful relationships across the school community and beyond
* Serve in the best interests of the school’s pupils
* Remain calm, respectful and supportive at all times
* Be committed to keeping all pupils safe.

**Duties and responsibilities**

School culture and behaviour

The headteacher will:

* Create a culture where pupils experience a positive and enriching school life
* Uphold educational standards in order to support pupils from all backgrounds to return to their home schools; move to new ones where necessary, or to train and enter employment
* Ensure a culture of staff professionalism and continual professional development
* Facilitate high standards of behaviour from pupils, built on setting clear and achievable expectations whilst understanding and developing individual needs and capabilities. Model this to staff and to pupils whose needs are varied and changeable. Ensure such standards are demonstrated by all adults in school.
* Manage risk safely through systems that maximise pupil success and minimise any potential for harm
* Use consistent and fair approaches to managing behaviour, in line with the school’s behaviour policy
* Demonstrate kindness and responsiveness alongside having attainable expectations for all pupils.

**Teaching, curriculum and assessment**

The headteacher will:

* Establish and sustain high-quality teaching across all subjects and phases, based on evidence
* Ensure teaching is underpinned by expertise in subjects
* Use formative assessment effectively to inform planning for progress
* Ensure the teaching of a broad, structured and coherent curriculum that is pupil-centred and reflects their age, stage, aspirations and current functioning
* Ensure that teachers’ subject expertise mirrors a diverse curriculum, meeting the needs of pupils
* Use valid, reliable and proportionate approaches to assessing pupils’ knowledge and attainment levels and use this information to guide teaching where no other attainment information about the pupil is available.

**Additional and special educational needs (SEN) and disabilities**

The headteacher will:

* Promote a culture and practices that enables all pupils to access their curriculum
* Have ambitious expectations for all pupils, including those with SEN and disabilities
* Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
* Ensure the school fulfils statutory duties regarding the current [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).
* Share professional knowledge gained on what works for each pupil with those involved, within the school and beyond.

**Managing the school**

The headteacher will:

* Ensure pupils’~~,~~ often complex~~,~~ safety and welfare needs are met through effective approaches to safeguarding, as core to the school’s ethos
* Ensure staff safety and welfare needs are met as core to the school’s ethos
* Manage staff well with due attention to workload
* Ensure rigorous, consistent and continuous approaches to identifying, managing and mitigating risk
* Work with the hospitals whilst respecting their different professional and organisational boundaries and objectives.

**Professional development**

The headteacher will:

* Ensure staff have access to appropriate, high standard professional development opportunities that complement the school and pupils’ needs
* Keep up to date with developments in education
* Seek training and continuing professional development to meet needs.

**Governance, accountability and working in partnership**

The headteacher will:

* Understand and welcome the role of effective governance, including accepting responsibility
* Ensure that staff 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
* Be approachable, understanding and committed to the welfare of pupils and staff
* Work successfully with other schools and organisations, especially the hospital trust
* Maintain working relationships with fellow professionals and colleagues to promote educational outcomes for all pupils.

**Other areas of responsibility**

Ensure that the headteachers’ standards are met.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.