

**Headteacher**

**Application Pack**

**August 2024**

Manchester Secondary PRU

**Values and Mission Statement**

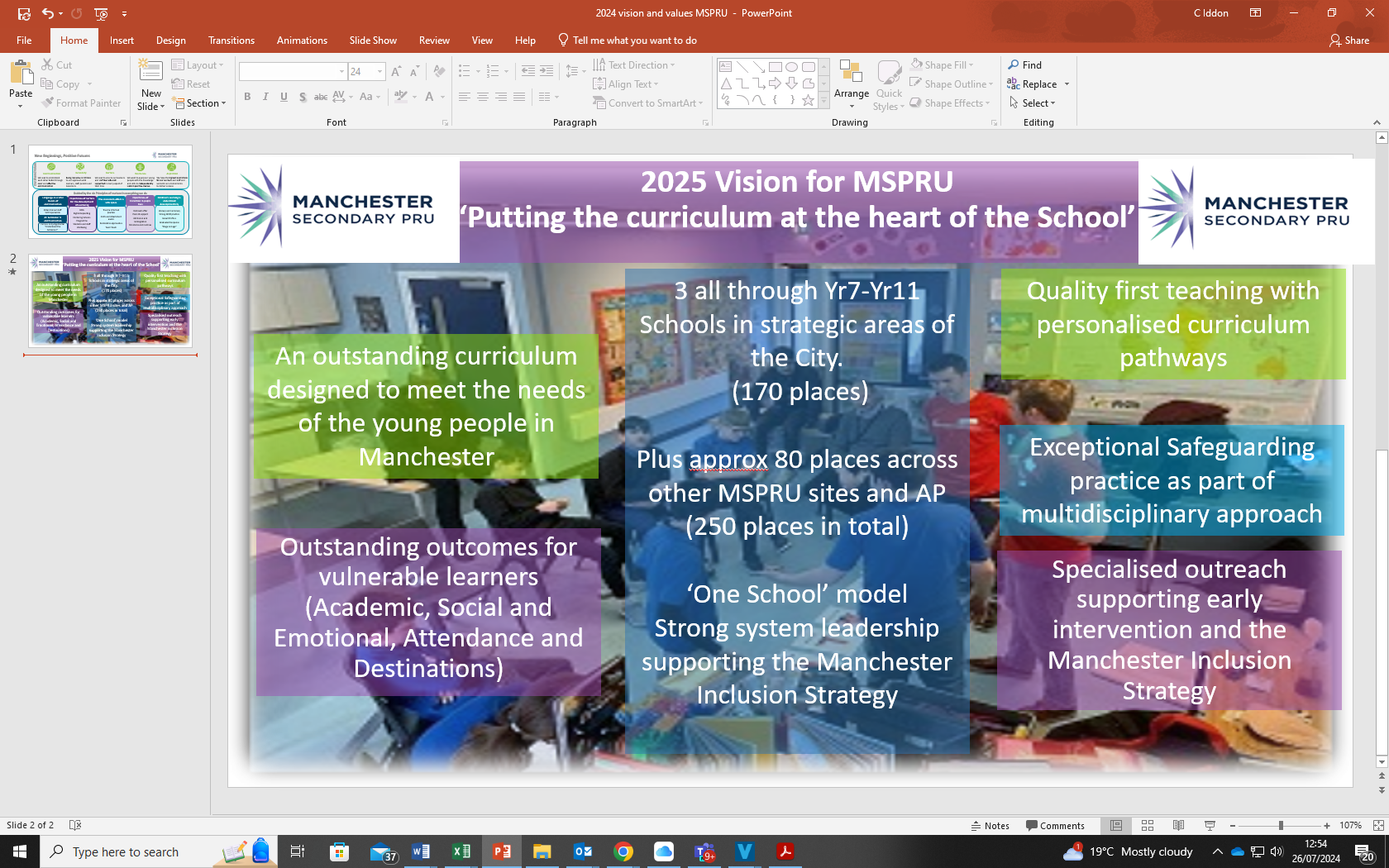
***'Inclusion and opportunity for the children and young people of Manchester'***

**Aims**

Providing safe, ambitious opportunities that support the individual needs of all children and young people, offering rich learning experiences, ensuring the best outcomes for all.

To maximise inclusion in mainstream education by providing proactive and preventative support that builds the capacity of schools to meet the needs of at-risk learners.

To enable all of our learners to flourish and grow in all aspects of their development so they are all equipped with the resilience, skills and knowledge to engage fully and enjoy life**.**

Vision For more details please visit the school web site

Graphical user interface, application, Word

Description automatically generatedAugust 2024

Mersey Valley Campus

Barlow Hall Road

Chorlton cum Hardy

Manchester

M21 7JJ

0161 696 7955 (T)

Dear Candidate,

On behalf of the Governing Body of Manchester Secondary Pupil Referral Unit (MSPRU), I would like to thank you for your interest in applying for the role of Headteacher.

We are seeking a dynamic and visionary leader, who can work in partnership with Governors, the City Council, senior leaders, and the Manchester family of schools to deliver on all elements of MSPRUs 2025 vision. We know that Manchester Secondary PRU plays a vital role in promoting the inclusion and development of some of Manchester’s most vulnerable children and young people.

Do you have a proven track record in leading and empowering leaders and staff at all levels? Are you able to think strategically and achieve positive results whilst leading a school community to exact change? If so, then we hope you will find this applicant pack helpful in providing you with more information about our school and we encourage you to visit MSPru to understand why we are passionate about the school and successfully recruiting the right person as our new headteacher.

We are searching for an exceptional candidate who can inspire staff and pupils and will:

\* **Provide** strong strategic leadership at the PRU within the framework of Manchester Schools

\* **Model** high standards and hold ambitious expectations for both staff and pupils

\* **Adopt** an innovative and solutions focused approach to driving change

\* **Demonstrate** a thorough knowledge of the inclusion agenda and the current challenges facing schools

\* **Work** passionately to promote the school’s values and ethos

\* **Make** a real difference to the life chances of the children we serve

Over the past 2 years, Manchester Secondary PRU has undergone a period of significant change and rapid improvement. At our recent Ofsted inspection inspectors recognised the work done to ensure that Quality of Education and Personal Development is Good for all pupils. The school is currently rated as ‘Requires Improvement’. [Ofsted Report June 2024](https://reports.ofsted.gov.uk/provider/22/136743)

We are now seeking an experienced school leader with the drive and commitment to build on the recent improvements and ensure that we continue to make rapid progress by addressing our areas for improvement with clarity of purpose.

This is an exciting opportunity to work with stakeholders and partners to further MSPru’s work to provide a strong curriculum that supports successful outcomes for all of our students, including those with complex needs.

Our vision is ambitious and will require a tenacious and resilient individual to deliver it.

You will be supported in your role by myself and a very experienced governing body (including two serving Manchester Headteachers) who have the interests of our young people at the forefront of our minds.

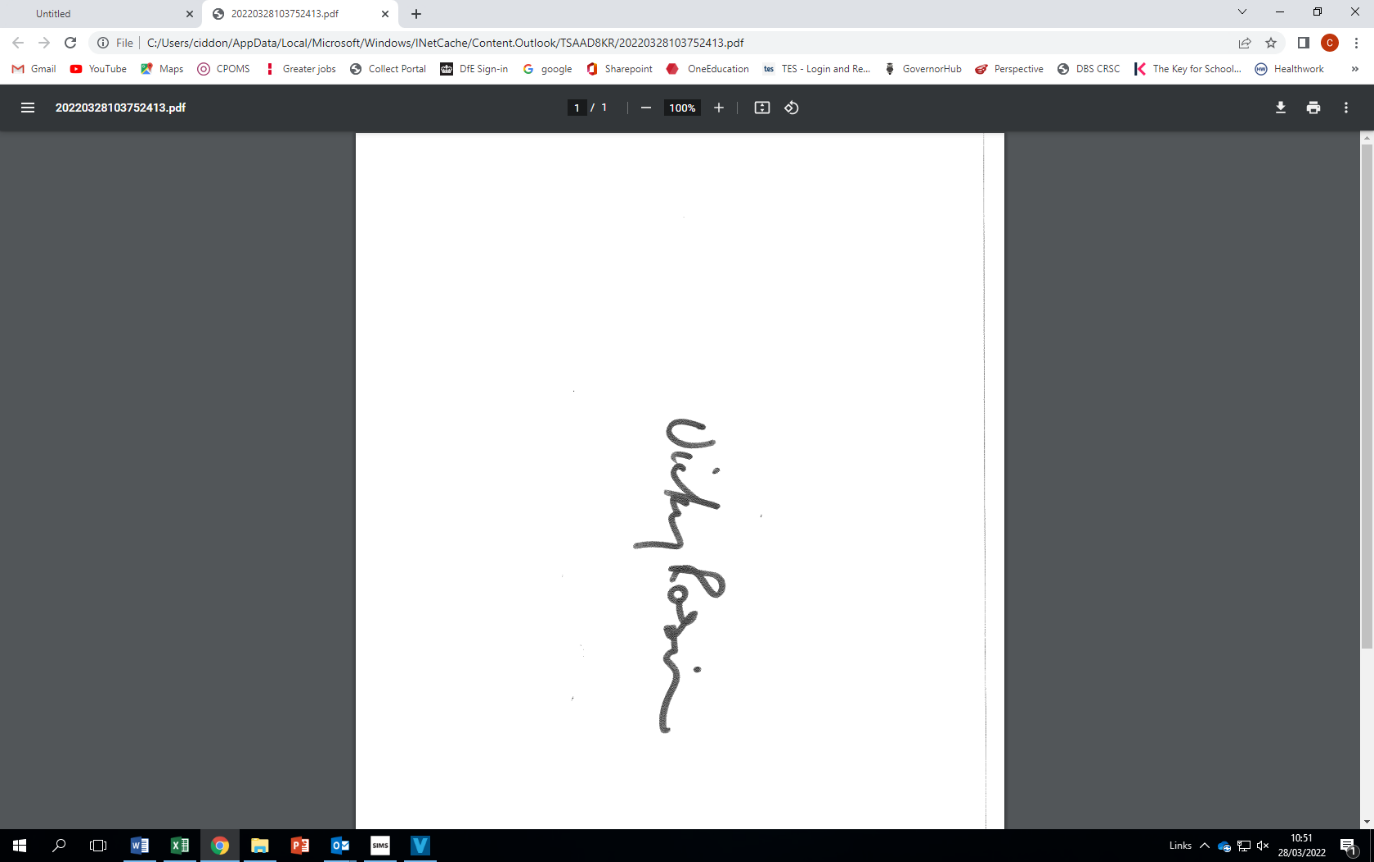
This is no ordinary Headteacher role, in fact we think it is rather unique! The challenges of leading a team across several sites across Manchester is significant, hence, the need for a more streamlined provision to ensure that we are delivering a quality of education that our young people deserve.

We encourage you to visit the school before submitting your application. Prospective candidates are encouraged to visit on Thursday 5 September 2024. I hope a governor will be available to provide a tour and answer questions.

Please contact Carol Iddon (Headteacher’s PA) to confirm if you wish to visit. [c.iddon@mspru.manchester.sch.uk](mailto:c.iddon@mspru.manchester.sch.uk)

If you would like an informal discussion about the role, please contact Carol to arrange either a telephone call or Teams meeting with me on 29 August 2024.

Thank you again for taking the time to consider the Headteacher role and I look forward to receiving your application.



Yours faithfully,

**Vicky Rosin**

Chair of the Governing Body

 Manchester Secondary Pupil Referral Unit (MSPRU)

Manchester Secondary Pupil Referral Unit, Mersey Valley Campus,

Barlow Hall Road, Chorlton Cum Hardy, Manchester, M21 7JJ Tel: 0161 696 7955

**Headteacher MSPRU**

**Required for January 2025 or as soon as possible**

**Salary:** commensurate with the role and dependent upon experience (L24 – L28)

**Full Time Permanent Contract**

Manchester Secondary PRU’s Governing Body, in partnership with Manchester City Council, is seeking to appoint an exceptional and inspirational leader who can bring their own vision, creativity and expertise to Manchester Secondary PRU.

MSPRU operates across multiple sites. It has undergone rapid change recently. Rated as ‘Requires Improvement’ by OFSTED in June 2024, there was recognition of the ‘Good’ Quality of Education and ‘Good’ Personal Development.

The role of Headteacher at MSPRU provides an exciting opportunity to:

* Lead and inspire staff and students through the next phase of school improvement
* Further embed the existing curriculum;
* Promote inclusion and ensure successful outcomes for some of Manchester’s most vulnerable young people;
* Develop a nurturing and safe environment for all pupils across a number of settings

We are seeking a dynamic and enthusiastic Headteacher for Manchester Secondary PRU, to continue our journey of rapid improvement. We would strongly welcome applications from an existing Headteacher or a Deputy Headteacher of a successful PRU/AP/mainstream or special school who is seeking new challenges.

The Governing Body is committed to safer recruitment practice and pre-employment checks will be undertaken before the appointment is confirmed. Manchester Secondary PRU is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to enhanced Disclosure and Barring Service disclosure. Please return completed application forms by email to Carol Iddon, Headteacher’s PA on: [C.Iddon@mspru.manchester.sch.uk](mailto:C.Iddon@mspru.manchester.sch.uk)  
  
**Closing date: 9.00 am Friday 6 September 2024**Shortlisting: Monday 9 September 2024

Interviews: Wednesday and Thursday, 11 and 12 September 2024

Shortlisted candidates will be notified by email. Further details of the assessment process and arrangements will be provided to those shortlisted.



**Manchester City Council**

**Headteacher Job Description**

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| **Post title** | **Headteacher of Manchester Secondary PRU (MSPRU)** |
| **Reporting to** | Chair of Governors |
| **Contract type** | Permanent, Full Time (L24 – L28) |

**Please note: this job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers’ Pay and Conditions Document.**

**Main duties and responsibilities:**

* 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 Headteachers, in line with the National Standards of Excellence for Headteachers, and to act in accordance with other legislation affecting the conduct of the School.
* To have overall responsibility for leadership, strategic and operational management of the School, lead, develop and support the strategic direction, ethos, vision, values and priorities of Manchester Secondary PRU in partnership with the Governing body and the Local Authority.
* To meet the Headteachers Standards as published by the DfE.
* To seek to achieve any performance criteria, objectives or targets agreed with or set by the School’s Governing Body in accordance with the requirements set out in the School Teachers’ Pay and Conditions Document.
* To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School’s policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.
* To ensure that resources are allocated to allow staff to discharge their responsibilities.
* To ensure that staff, pupils, parents and others feel able to share their views and raise concerns and that these are addressed sensitively and effectively to achieve the best outcomes for students.

**Governing Body Priorities**

The School's Governing Body wish a particular emphasis to be placed upon the following:

1. Provide outstanding leadership which motivates and inspires staff to provide a high quality education for every student and promotes the highest possible standards of achievement and wellbeing. Build leadership capacity at all levels through actively developing strategic leadership and a distributed leadership model that ensures clarity of roles and accountability.
2. To lead in the provision of excellent teaching and learning and raise standards across the school in terms of academic performance and personal development so that all pupils achieve to the very best of their ability.
3. To report to the School’s Governing Body on progress made against School Development Plan objectives, making recommendations as to future priorities whilst ensuring this takes account of the diversity, values and experience of the School and its wider community.
4. Ability to manage the financial and human resources effectively and efficiently to achieve the School’s educational goals and priorities, ensuring best value.
5. To further develop partnerships with a variety of stakeholders through collaboration especially with mainstream heads/schools or colleges/special schools to achieve best outcomes for students.
6. To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.
7. To establish and sustain the school’s ethos and strategic direction in partnership with the Governing Body and the local community.

**Conditions of Employment**

The above responsibilities are in accordance with the current School Teachers' Pay and Conditions Document. It is also subject to any local agreements and LA guidance on interpreting conditions of service.

**Review and Amendment**

This job description may be amended at any time after consultation with the post holder. It is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

**Where the role holder is disabled every effort will be made to supply all necessary support, aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.**

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| Person Specification |
| Attributes |
| **Qualifications**  **Essential**   * Qualified Teacher status * First degree or equivalent   **Desirable**   * The National Professional Qualification for Headship (NPQH) * Evidence of recent relevant study |
| **Experience**  **Essential**   * Proven leadership experience in a secondary school context, preferably in an urban environment. * Demonstrate substantial and successful teaching experience at Key Stage 3/4. * Evidence of leading, implementing, monitoring and reviewing school curriculum. * Experience of developing excellent teaching and challenging underperformance. * Demonstrable experience of successful line management and staff development. * Proven record of successfully leading whole school improvement. * Experience of collaborative working with and developing links with the community.   **Desirable**   * Proven leadership experience of PRU/AP/SEND Educational settings. * Experience of working with and/or involving school Governors. |
| **Knowledge & Understanding**  **Essential**   * Knowledge of national educational standards and expectations. * Knowledge of the legal framework and requirements for education and of educational policy and the process of policy making. * Knowledge of governance at national, local and school level. * Knowledge and understanding of data analysis; ability to use data to set targets for improvement and evaluate an action plan in relation to those targets. * Knowledge of models of quality learning and teaching; highly effective behaviour and attendance management; and strategies for ensuring inclusion, diversity and access. * Legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights, employment and health and safety legislation. * Confident in whole school self-evaluation and school improvement planning process. * Up to date knowledge & understanding of the current national education agenda. * Understanding of how children & adults learn and effectively apply their learning to their own practice. * Understanding of the contribution of the School to the community. * Understanding of how to evaluate and review the cost effectiveness of a major spending decision in terms of educational standards and the quality of education. * Knowledge of duty to safeguard the welfare of all children and young people within the School, by ensuring that the School’s policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff. |
| **Leadership Skills**  **Essential**   * The ability to develop and maintain a clear vision for the School skilfully articulating the vision to diverse audiences. * To be able to plan, prioritise, implement and evaluate organisational strategies, making best use of available resources. * Well-developed leadership skills and the ability to enthuse, inspire and motivate others. * The ability to lead by example with integrity, creativity, clarity and resilience, demonstrating a strong moral purpose. * Demonstrate effective decision making skills to be able to initiate, implement and monitor policies and practices. * Demonstrate strategic thinking and leadership, a commitment to creativity. * Ensure a whole school culture of CPD, driven by evidence, so that teaching is high quality in all subjects and areas of learning * Ability to build relationships with the governing body and parents. * Evidence of successful school improvement planning and delivery. |
| **Decision-Making Skills**  **Essential**   * The ability to listen and consider stakeholder’s views in decision making * Ability to investigate, resolve problems and make decisions. * Ability to make effective and strategic judgements under pressure and scrutiny. * Collect and weigh evidence, make judgements and take decisions in line with good educational practice. * Ability to think creatively and imaginatively to solve problems and identify opportunities. |
| **Communication Skills**  **Essential**   * Ability to demonstrate and communicate vision and inspire others to follow * Effective communication skills orally and in writing to a wide range of audiences. |
| **Self-Management Skills**   * Ability to plan time and organise work effectively. * Work under pressure * Recognise that a work/life balance is important and take steps to manage workload of self and staff to ensure a healthy and happy life outside of work. |
| **School Ethos**  **Essential**   * Promote and ensure that the school is inclusive and welcoming to everyone. * Ensure that the school builds positive character such as resilience, problem-solving and respect for all. * Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development. |
| **Personal Attributes**  **Essential**   * To uphold and demonstrate the Seven Principals of Public Life at all times * Demonstrate consistently high standard of principled and professional conduct. * Energy, tenacity and the ability to work under pressure in challenging circumstances. * Enthusiasm. * Commitment to equality. * Capacity to influence others. * Adaptability to changing circumstances & ideas. * A sense of humour and willingness to resolve difficulties by working with people face to face not solely through electronic communication. * Reliability and integrity. |

**Ethics and Professional Conduct**

Headteachers must uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers must:

* Build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position.
* Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
* Uphold fundamental British values, including democracy, the rule of law, individual Liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* Ensure that personal beliefs are not expressed in ways which exploit their position, pupils’ vulnerability or might lead pupils to break the law.

As leaders of the school community and profession, Headteachers must:

* Serve in the best interests of the school’s pupils.
* Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
* Uphold their obligation to give account and accept responsibility.
* Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
* Take responsibility for their own continued professional development, engaging critically with educational research.
* Make a positive contribution to the wider education system.

**Headteacher Standards**

Applicants should seek to address each of the **10 Head Teacher Standards** outlined below, providing practical examples and experience from their current and previous role(s) which clearly demonstrates relevant experiences, abilities, skills and knowledge for the post in specific context to MSPRU. As a broad guideline, the length of the letter of application should be three sides of A4, Font size 11 and curriculum vitae’s (CV’s) will not be accepted.

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

1. **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[[footnote 9]](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:9) and special educational needs and disabilities[[footnote 10]](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:10) 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[[footnote 11]](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:11), as part of the duty of care[[footnote 1]](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:1)
* 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
  1. **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.