

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**

HEADTEACHER

Pinderfields Hospital Pupil Referral Unit

Pay Range L19 – L25

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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Contents

1.	Welcome from the Chair of the Management Committee
2.	Our School
3.	Accountabilities, Context & Challenge of the Post
4.	Pupil Performance Data
5.	Contact Details
6.	The Wakefield Council Offer
7.	Living and working in the Wakefield area
8.	The Role
9.	Advert
	Job Specification
	How to apply / Feedback

1. Welcome from the Chair

Dear Applicant

Thank you for your interest in applying for the position of Headteacher 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 retirement of our headteacher, the Management Committee is seeking to appoint a new headteacher who has the energy and enthusiasm to continue to lead, manage and inspire all of our stakeholders. Candidates must have a good understanding of leading teaching and learning across all key stages 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, experienced and 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 morning visits, 25th September and 1st October. 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

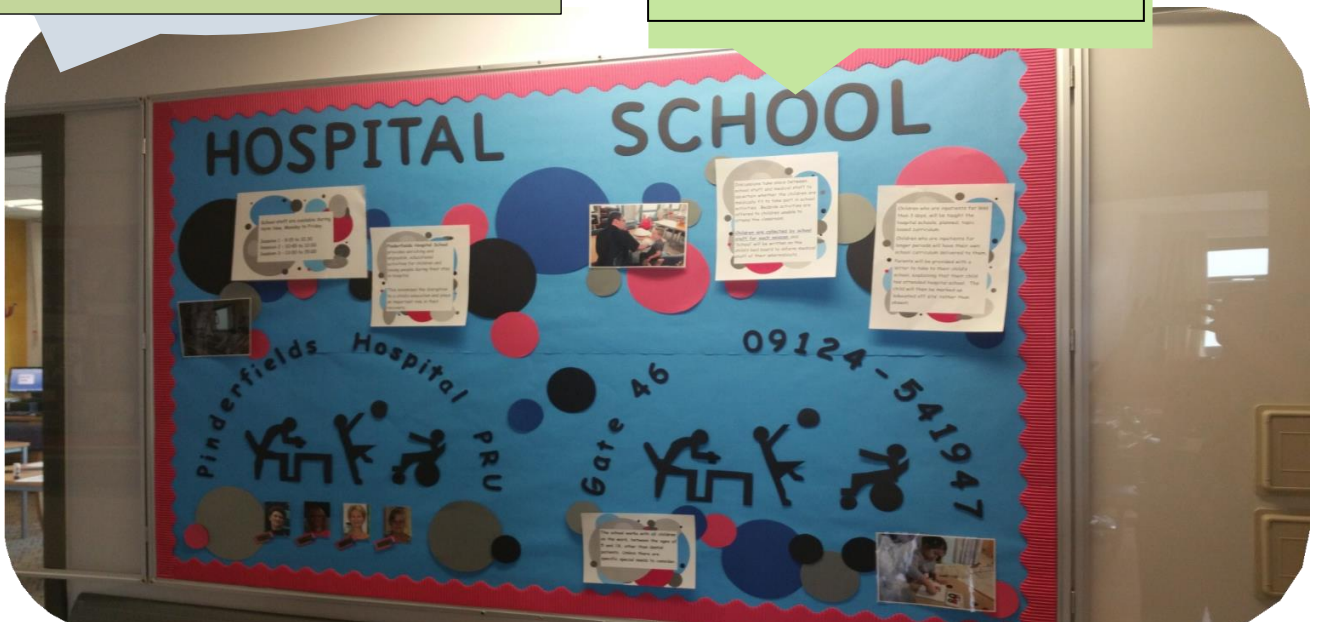
There is one paediatric ward at Pinderfields General Hospital for patients from birth to eighteen, as well as specialist provision for burns and spinal injuries. As children are in hospital for a variety of medical reasons, these must be the first consideration in any educational provision.

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.

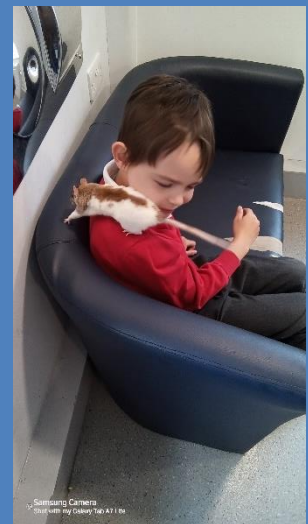


LIMES

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 a Headteacher who will:

- Be committed to developing a dynamic school culture and ethos of achievement, excitement and enjoyment in a safe, caring environment where everyone is valued and happy
- Be an inspirational role model with strong leadership, management and organisational skills, who displays authority and sensitivity
- Be passionate about teaching and learning and believe in maximising the potential of all children to be the best that they can be
- Be committed to supporting pupils with SEND
- Be responsible for, and develop, assessment data to ensure the school provides an outstanding education for Wakefield children
- Have proven successful leadership experience within education
- Have at least 4 years teaching experience which includes SLT role
- Have experience of working with children with additional needs
- Have good knowledge of EY and KS 1-4 curriculum
- Have good knowledge of EY and KS1-4 assessments/accreditation
- Have good knowledge of transitions
- Have experience of effectively managing change
- Have excellent interpersonal skills in order to liaise with a range of stakeholders

9. Advert

Pinderfields Hospital Pupil Referral Unit

Wrenthorpe Centre, Imperial Avenue, Wrenthorpe, Wakefield, West Yorkshire, WF2 0LW

Headteacher

Group 3, Pay Range L19 – L25, Starting salary dependent upon experience

Required for September 2025

Owing to the retirement of our current headteacher, the Management Committee is seeking to appoint a strong and effective headteacher to develop, lead and manage our growing PRU (presently 7 sites).

Pinderfields Hospital Pupil Referral Unit (PHPRU) provides educational opportunities for children and young people between 2 and 19 years with medical needs and /or SEN in a range of settings.

PHPRU is not a typical PRU, it works with the LA to support pupils who are currently medically unfit to attend in the short term and those in hospital. However, it also has a key role to play in providing early years assessment and specialist placements for pupils with EHC plans in partnership with the LA, and is involved in future developments of the offer across the district.

This results in a multi-site approach to meeting a range of SEND needs:

- Forest Wood Centre
- Early Years Assessment Centre
- Thornes Centre
- Woodlands Centre
- Limes Centre
- Hospital and Interim Tuition
- Education support for secondary -age students at Wrenthorpe Centre
- Bespoke support to other schools and academies through service level agreements

The Management Committee is looking for an exceptional individual who:

- can provide high calibre, inspirational leadership to continue the PRU's journey to provide an outstanding educational experience
- is passionate about teaching and learning and believes in maximising the potential of all children and young people in this fully inclusive Pupil Referral Unit
- has the ability and commitment to build on our excellent working relationships with a range of stakeholders including parents, Management Committee, other schools and academies, outside agencies and the wider community
- has the drive to continue the development of the PRU sites

The Management Committee is fully committed, active and supportive of the school and can offer a warm and friendly environment

Ofsted Inspectors said, amongst other things:

- "Pupils say they feel safe and well cared for"
- "The development of pupil's confidence and self-esteem is a strength"
- "Learning is enriched by visits and residential experiences, especially for children who attend the Early Years Assessment Centre and Wrenthorpe Centre"
- "Committee members are well informed and recommendations from their regular visits are helping to guide the PRU's work"

Visits are encouraged, and are being held on the mornings of 25th September and 1st October. Please contact Diane Cameron, Business Manager, on 01924 298351 option 9 who will be able to arrange the date of your visit. For more information about the PRU please visit our website (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 Friday 4th October 2024 for shortlisting on Tuesday 8th October. Interview date 15-16th October 2024.

Our school is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Satisfactory pre-employment checks and references will be required. You will also be required to complete an Enhanced Disclosure Application Form and to provide criminal conviction information.

Job Specification

Requirements for the post		
	Essential	Desirable
Qualifications	<p>First degree/teaching certificate and Qualified Teacher Status</p> <p>Recent professional development relevant to Senior Management</p>	<p>Have had or be undertaking further study relevant to headship (eg Diploma or Higher Degree)</p>
Experience	<p>Experience in Special Education</p> <p>Experience in mainstream education</p> <p>Curriculum Development responsibility in a core subject</p> <p>Successful and relevant teaching experience</p> <p>Able to manage and share confidential items appropriately and deal sensitively with difficult situations</p> <p>Understanding of age (2-19) related expectations at all key stages and assessments</p>	<p>Senior or whole PRU management at Head teacher, Deputy Head teacher or Assistant Head teacher level</p> <p>Successful leadership of a team</p> <p>Working in two or more schools</p> <p>Working with children who have a medical need including mental health</p> <p>Working with children who present challenging behaviour</p>
	Knowledge	Professional Qualities
Shaping the Future	<p>Knows about:</p> <ul style="list-style-type: none"> Local, national and global trends Ways to build, communicate and implement a shared vision Strategic planning processes Strategies for communication both within and beyond the school New technologies, their use and impact Leading change, creativity and innovation 	<p>Is committed to:</p> <ul style="list-style-type: none"> A collaborative PRU vision of excellence and equity that sets high standards for every pupil The setting and achievement of ambitious, challenging goals and targets The use of appropriate new technologies Inclusion and the ability and right of all to be the best they can be <p>Is able to:</p> <ul style="list-style-type: none"> Think strategically, build and communicate a coherent vision in a range of compelling ways Inspire, challenge, motivate and empower others to carry the vision forward Model the values and vision of the PRU

<p>Leading Learning and Teaching</p>	<p>Knows about:</p> <ul style="list-style-type: none"> • Strategies for raising achievement and achieving excellence • The development of a personalised learning culture within the PRU • Models of learning and teaching in a hospital PRU • The use of new and emerging technologies to support learning and teaching • Principles of effective teaching and assessment for learning • Models of behaviour and attendance management • Strategies for ensuring inclusion, diversity and access • Curriculum design and management • Tools for data collection and analysis • Using research evidence to inform teaching and learning • Monitoring and evaluating performance • PRU self-evaluation • Strategies for developing effective teachers 	<p>Is committed to:</p> <ul style="list-style-type: none"> • The raising standards for all in the pursuit of excellence • The continuing learning of all members of the PRU community • The entitlement of all pupils to effective teaching and learning • Choice and flexibility in learning to meet the personalised learning needs of every child <p>Is able to:</p> <ul style="list-style-type: none"> • Demonstrate personal enthusiasm for and commitment to the learning process • Demonstrate the principles and practice of effective teaching and learning • Access, analyse and interpret information • Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement • Acknowledge excellence and challenge poor performance across the PRU
<p>Developing Self and Working with Others</p>	<p>Knows about:</p> <ul style="list-style-type: none"> • The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD) • Strategies to promote individual and team development • Building and sustaining a learning community • The relationship between managing performance, CPD and sustained school improvement • The impact of change on organisations and individuals 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Effective working relationships • Shared leadership • Effective team working • Continuing professional development for self and all others within the school <p>Is able to:</p> <ul style="list-style-type: none"> • Foster an open, fair, equitable culture and manage conflict • Develop, empower and sustain individuals and teams • Collaborate and network with others within and beyond the school • Challenge, influence and motivate others to attain high goals • Give and receive effective feedback and act to improve personal performance • Accept support and challenge from others including colleagues, Management Committee members and the Local Authority.

<p>Securing Accountability</p>	<p>Knows about:</p> <ul style="list-style-type: none"> • Statutory educational frameworks, including governance • Section 19 duties • Public services policy and accountability frameworks, including self-evaluation and multi-agency working • The contribution that education makes to developing, promoting and sustaining a fair and equitable society • The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance • The principles and practice of quality assurance systems, including school review, self-evaluation and performance management • Stakeholder and community engagement in, and accountability for, the success and celebration of the PRU's performance 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Principles and practice of PRU self-evaluation • The PRU working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils • Individual, team and whole-PRU accountability for pupil learning outcomes <p>Is able to:</p> <ul style="list-style-type: none"> • Demonstrate political insight and anticipate trends • Engage the PRU community in the systematic and rigorous self-evaluation of the work of the school • Collect and use a rich set of data to understand the strengths and weaknesses of the PRU • Combine the outcomes of regular PRU self-review with external evaluations in order to develop the school
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<p>Strengthening Community</p>	<p>Knows about:</p> <ul style="list-style-type: none"> • Current issues and future trends that impact on the PRU community • The rich and diverse resources within local communities – both human and physical • The wider curriculum beyond PRU and the opportunities it provides for pupils and the school community • Models of PRU, home, community and business partnerships • The work of other agencies and opportunities for collaboration • Strategies which encourage parents and carers to support their children's learning • The strengths, capabilities and objectives of other schools 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Effective team work within the PRU and with external partners • Work with other agencies for the well-being of all pupils and their families • Involvement of parents and the community in supporting the learning of children and in defining and realising the PRU vision • Collaboration and networking with other schools to improve outcomes <p>Is able to:</p> <ul style="list-style-type: none"> • Recognise and take account of the richness and diversity of the PRU's communities • Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities • Listen to, reflect and act on community feedback • Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils
<p>Managing the organisation</p>	<p>Knows about:</p> <ul style="list-style-type: none"> • Models of organisation and principles of organisational development • Principles and models of self-evaluation • Principles and practice of autonomy • Principles and strategies of school improvement • Project management for planning and implementing change • Policy creation, through consultation and review • Informed decision making • Strategic financial planning, budgetary management and principles of best value • Developing and managing Traded Services to generate income • Performance management • Personnel, governance, security and access issues relating to the diverse use of PRU facilities • Legal issues relating to managing a PRU including Equal Opportunities, 	<p>Is committed to:</p> <ul style="list-style-type: none"> • Distributed leadership and management • The equitable management of staff and resources • The sustaining of personal motivation and that of all staff • The developing and sustaining of a safe, secure and healthy PRU environment • Collaborating with others in order to strengthen PRU's organisational capacity and contribute to the development of capacity in other schools <p>Is able to:</p> <ul style="list-style-type: none"> • Establish and sustain appropriate structures and systems • Manage the PRU efficiently and effectively on a day-to-day basis • Delegate management tasks and monitor their implementation

	<p>Race Relations, Disability, Human Rights and Employment Legislation</p> <ul style="list-style-type: none"> • The use of new and emerging technologies to enhance organisational effectiveness 	<ul style="list-style-type: none"> • Priorities, plan and organise themselves and others • Make professional, managerial and organisational decisions based on informed judgements • Think creatively to anticipate and solve problems
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Key Outcomes/ Activities

Main Tasks:

The professional duties of the Head teacher are contained in the School Teachers' Pay and Conditions Document and the key areas of Headship are contained in the DCSF document National Standards for Head teachers.

These are appended to this Job Specification as Appendix 1 and 2 respectively.

Statutory Provisions:

The appointment is subject to the terms and conditions of employment contained in:

- (a) the current statutory School Teachers' Pay and Conditions Document;
- (b) the Education (Teachers) Regulations 1993, as amended;
- (c) the Conditions of Service for School Teachers in England and Wales (the Burgundy Book) as negotiated by CLEA/ST;
- (d) any local collective agreements relevant to this employment type reached with trade unions recognised by the Authority;
- (e) the Education Act 2002 and the Staffing Guidance under Sections 35(8) and 36(8) of the Act;

(f) financial and other relevant regulations and rules of the Authority;

(g) articles and instruments of government of the school.

Consultation:

In carrying out their duties, the Head teacher shall consult, where this is appropriate, with the Authority, the Management Committee, the employees of the school and the parents of its pupils.

Daily Break:

A Head teacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as head teacher during that break.

Responsibility for Resources full responsibility for full budget/resources

Employees (Supervision): full responsibility for full budget/resources

Physical:

Overall responsibility 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 post:

- **Dispersed Sites** – 7 sites, another to open Sept '25
- **English as an additional language** - 10% currently
- **Extended Services** - no
- **Leading a Teaching School** - no
- **Multiple Schools** -no
- **Specialist Units** – 5 specialist units, 6 from September '25

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure

Date completed: Sept 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.