



**SOUTHWARK INCLUSIVE
LEARNING SERVICE**

Headteacher Application Pack

Inspiring Excellence & Ambition



Thank You

for considering the post of headteacher of SILS.

SILS (Southwark Inclusive Learning Service) is a Secondary Pupil Referral Unit located on two sites across Southwark. Our key stage 3 and day 6 provisions are based within an award-winning building on Davey Street, whilst the key stage 4 provision is at Porlock Hall, close to London Bridge station.

Our current headteacher is retiring after 10 successful years, when she has taken the school from local authority control to maintained status. It is noted that under her leadership SILS has consistently been judged, by Ofsted, to be a Good School, where the committed staff team work to improve the lives of young people, and 'pupils thrive and rise to the high aspirations that adults have for them' (Ofsted, 2024).

SILS has a strong positive relationship with Southwark local authority, mainstream schools and community stakeholders / organisations. Through the partnerships, SILS provides opportunities for dual registration placements for mainstream students, and opportunities for creative learning outside the classroom.

The SILS curriculum and targeted intervention ensures that our pupils make good progress and are adequately prepared for the next phase of life.

In this period of change, we are looking for an inspirational leader with an understanding of the AP and SEND landscape and a leader with a relentless focus on high quality creative education to take our school forward.

SUE MILLINGTON

• Chair of the Management Committee



Our School

SILS aim is to provide a nurturing and aspirational environment that empowers our students to develop into confident resilient adults who are prepared for the future.

Core Values

At the heart of SILS, our core values serve as guiding principles that shape the nurturing and aspirational environment we strive to create. These values ensure that every student is equipped to grow, adapt, and excel as they prepare for their future.

GROWTH

The act or process, or a manner of growing; development; gradual increase.

RESILIENCE

The ability of a person to adjust to or recover readily from illness, adversity, major life changes, etc.

EXCELLENCE

The fact or state of excelling; superiority; eminence.

AMBITION

An earnest desire for some type of achievement or distinction, as power, honour, fame, or wealth, and the willingness to strive for its attainment.

RESPECT

Esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability.



At SILS we aim to promote achievement, ambition, excellence healthy lifestyles, emotional wellbeing, tolerance and resilience and we believe that every young person, regardless of their background and vulnerabilities should have access to high quality education.

SILS enables the local authority to fulfil statutory responsibilities by providing full-time education for excluded students and other hard to place young peoples. In addition, SILS supports the local authority charter on inclusion which includes reduction in levels of permanent exclusion.

Ofsted 2024 noted that:

‘Pupils thrive at this school. This is because staffs have extremely detailed knowledge of each individual pupil and have developed strong, caring relationships with them. Pupils rise to the high aspirations that adults have for them’.

‘The school places a strong emphasis on the well-being of its highly vulnerable pupils. Staff take their responsibility for the pupils very seriously. They work closely with the safer school’s officer and other external agencies. This helps pupils to develop resilience and to learn skills that help them resist the pressures they face in the community’.





Our Curriculum

The SILS curriculum is ambitious and wide ranging. The blend of academic, vocational and careers related courses at key stage 3 and 4, challenges, engages and leads to the achievement of GCSE or equivalent level 2 qualifications by the end of Year 11. The extensive curriculum also creates a pathway for successful reintegration into mainstream and post 16 education, training, or employment.

The experienced team of teaching and support staff adopt a range of approaches to assess needs and personalise the approaches to meet pastoral, wellbeing and curriculum expectations; including helping students to take responsibility for their learning and behaviour.

Ofsted 2024 noted that:

‘The school has recognised the need to redesign the curriculum to meet the needs of pupils with increasingly complex needs. The resulting curriculum is carefully set out to ensure that learning progresses over time and pupils are supported in acquiring and retaining knowledge as they move through the school. The intended curriculum is being followed, and teachers appreciate the way it helps them know what to teach and when.’

Partnership

SILS has strong partnerships with the local authority advisory team, multi-agency professionals, and others to help facilitate a personalized offer of education and support for students.

SILS has an excellent relationship with mainstream schools and our curriculum aligns with mainstream standards to support this. SILS works in partnership with schools on inclusion and disengagement and schools have the opportunity to buy into the offer of high quality day six provision and dual placements.

Multi-agency intervention available to meet the needs of students and families is wide ranging and includes the DFE funded AP Specialist Taskforce Team.

The staff across SILS has high expectations for all students and our staff team are committed to nurturing and challenging every student to work hard and achieve, and be the best version of themselves.

Job Description

Job Title: Headteacher

Salary: L25 – 31 (£94,067 - £107,541)

Contract: Full-time, permanent

Reporting To: Management committee

Responsible For: The educational outcomes for all KS3 and KS4 pupils and the strategic development of SILS.

Main Purpose

The Headteacher Will:

- Establish and maintain the PRU's ethos and strategic direction with the management committee.
- Oversee systems, processes, and policies to ensure the PRU operates effectively.
- Identify barriers to school effectiveness and develop realistic, timely improvement strategies.
- Ensure school improvement strategies are effectively implemented.
- Allocate financial resources efficiently to support school improvement goals.
- Collaborate with local schools, home schools, local authorities, and multidisciplinary teams to promote pupil success.
- Proactively respond to external changes at national, regional, and local levels.

Duties And Responsibilities

- The leadership of SILS across both sites. Responsible for management, safeguarding, learning and teaching.
- Foster a positive and enriching school culture for pupils.
- Uphold educational standards to help pupils reintegrate into their home schools or progress to further education, training, or employment.
- Set clear behavioural expectations and model high standards for staff and pupils alike.
- Ensure pupils often complex, safety and welfare needs are met through effective approaches to safeguarding, as core to SILS ethos.
- Maintain working relationships with fellow professionals and colleagues to promote positive outcomes for all pupils
- Promote staff professionalism and continual development.
- Manage staff well with due attention to workload.
- Ensure staff safety and welfare needs are met.
- Effectively manage the budget with regards to best value principles.

Teaching, Curriculum, And Assessment

- Ensure high-quality teaching across all subjects and phases.
- Use formative assessment to guide instruction and planning for progress.
- Provide a broad, coherent, and pupil-centred curriculum that reflects the diverse needs of students.
- Ensure valid and reliable approaches to pupil assessment.

- Job Description (Cont.)

Special Educational Needs And Disabilities (SEND)

- Promote inclusive practices and high expectations for all pupils, including those with SEND.
- Collaborate effectively with parents, carers, and professionals to identify and support additional needs.
- Ensure compliance with the statutory duties outlined in the SEND Code of Practice.

Professional Development

- Provide access to high-quality professional development for staff.
- Stays informed on developments in education and seek opportunities for personal development.

Governance, Accountability, And Partnerships

- Embrace the role of governance and accept responsibility for school outcomes.
- Ensure staff understand their professional responsibilities and are held to account.
- Ensure compliance with all regulatory frameworks and statutory duties.
- Build and maintain relationships with schools and external partners to promote pupil success.
- Ensure there is an effective relationship with SILS management committee, produce reports and attend meetings

Other Areas Of Responsibility

Ensure that headteachers' standards are met

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

Person Specification

Qualifications And Training

- A good honours degree.
- Qualified Teacher Status (QTS).
- National Professional Qualification for Headship is desirable.
- Designated Person Training for Safeguarding.

Experience

- Proven experience in senior leadership and management within a school or pupil referral unit (PRU).
- Substantial successful teaching experience.
- Deep understanding of teaching and learning in secondary schools or PRUs.
- Experience of leading teams across more than one site.
- Ability to plan strategically and allocate resources effectively in collaboration with the Senior Leadership Team.
- Understanding of quality educational provision for children with mental health needs and/or SEND in a school or PRU.
- Experience of working with agencies like social care and health services.
- Successful experience of planning, implementing, and evaluating school improvement strategies.
- Knowledge of using ICT innovatively to support teaching and learning.

Skills And Knowledge

- Proficient in data analysis to set targets and identify areas for improvement.
- Understanding of evidence-based, high-quality teaching and the ability to model and support others to improve.
- Knowledge of school or PRU finances and financial management.
- Excellent communication and interpersonal skills, with the ability to inspire and build effective working relationships.
- Strategic advisory skills for guiding the management committee/governors.
- Knowledge of statutory requirements and safeguarding procedures, including Child Protection, Safer Recruitment, and Prevent.
- Understanding of legal issues relating to school leadership, including equal opportunities, health and safety, and public relations.
- Experience collaborating with external partners such as local authorities, health professionals, and alternative education providers.
- Ability to use financial resources strategically to drive improvement.

- Person Specification (Cont.)

Students And Staff

- Outstanding classroom practitioner with a deep understanding of how young people learn and the core elements of effective teaching.
- Inspirational leadership that motivates and empowers staff, students, and parents.
- Experience in curriculum development and assessment to maximise educational outcomes.
- Appreciation of staff wellbeing and a commitment to fostering a positive work environment.

Accountability

- Demonstrated success in appraising and managing staff performance, recognizing high performance, and addressing underperformance effectively.
- Strategic financial and resource management experience to achieve educational goals efficiently.
- Able to understand the role of governance and work co-operatively with the management committee.

Personal Qualities

- Commitment to personalised learning and the core values of growth, resilience, excellence, ambition, and respect.
- Uphold the seven principles of public life (Nolan principles).
- Outward-facing leader with sound judgment, negotiation, and advocacy skills.
- Empathetic, with the ability to build strong relationships with parents, carers, students, staff, and the wider community.
- Approachable and an excellent communicator across all media and audiences.
- Strong organizational skills with the ability to prioritize tasks, make decisions, and manage time effectively.
- Passion for working with young people, especially those with diverse needs such as SEMH.
- Excellent listening skills and ability to consult and value the contributions of others
- Have stamina, resilience, tenacity and ability to remain positive and enthusiastic while under pressure
- A commitment to safeguarding and equality and to always acting in the best interests of pupils.
- A commitment to getting the best outcomes for all pupils and promoting the ethos of SILS.



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