



Headteacher Recruitment Pack

Thank you for your interest in the vacancy for Headteacher at the Pilgrim Pathways School, Cambridge.

Pilgrim Pathways School encompasses four hospitals, three of which are Tier IV (mental health) and one a general hospital, Addenbrooke's. Pilgrim Pathways School provides high quality, group and individual, education to children and young people with a wide range of medical and mental health needs. Plans are significantly underway to integrate both the Tier IV and general paediatric wards, currently across two sites, to a single purpose-built facility within the new children's hospital which will be on the Addenbrooke's hospital site within the next five years.

I feel this post offers an excellent opportunity for an inspired and highly organised leader to continue to develop an outstanding school.

Dr Paul Millard

Chair of Management Committee



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Introduction from the Chair of the Management Committee

Dear Applicant

January 2022

Thank you for your interest in the post of Headteacher at Pilgrim Pathways School. I hope you find this recruitment pack informative.

Pilgrim Pathways School has achieved 'Outstanding' in its three most recent Ofsted inspections (2009, 2011 and 2016). The facilities are spread across four centres, three of which are at the Ida Darwin Site, Fulbourn, Cambridge and one at Addenbrooke's Hospital, Hills Road, Cambridge.

The Headteacher is responsible for all aspects of the development of the school - ensuring its cohesion, maintaining its excellent reputation and overseeing any initiatives the centres may implement. The role of the Headteacher of Pilgrim Pathways School requires someone who is inspirational, a strategic thinker, highly motivated and very knowledgeable about all aspects of the curriculum from EYFS to KS5.

The Management Committee aims to promote further the clear vision outlined in Pilgrim Pathways School Strategic Development Plan. We work towards ensuring the school has a secure foundation based on clear policies and strategies from which it can continue to achieve the highest standards for all its pupils.

In your letter of application, please demonstrate fully and clearly your experience in relation to meeting the requirements in the job description and person specification. For further information and an application form, please visit www.pilgrim.cambs.sch.uk.

Closing date for applications is 9am Monday 7th March 2022. Shortlisting will take place on 8th March 2022 and applicants selected will receive their invitation to interview shortly afterwards. Interviews will be held on Friday 18th March 2022.

Should you wish to have an informal discussion about the role or schedule a visit, please contact Leah Miller, Headteacher, on 01223 534473 or via email head@pilgrim.cambs.sch.uk

Yours sincerely,
Dr Paul Millard
Chair of Management Committee

Role Advertisement

Salary: Group 2 Leadership Scale L10 - L16
Full Time, Permanent
Start date: September 2022

Pilgrim Pathways School is an outstanding local authority maintained alternative provision providing education for children and young people during their stay in hospital. We provide a nurturing, friendly and supportive environment and have high expectations for all our students. Every student has unique learning needs, interests and abilities so we aim to provide an individual programme for every student using high-quality teaching and therapeutic interventions. We offer support and encouragement to help them move on to the next stage in their education

Due to the departure of our current outstanding Headteacher we require an exceptional educational practitioner with the ability and ambition to lead the school into the next phase of its journey. You will continue to develop the high quality of education and care we provide to our young people, whilst successfully navigating a challenging and complex landscape in an expanding multi-site provision. You will also need to build upon our excellent reputation, work closely with other schools and be committed to further extending links with other agencies and partners.

Working with the Extended Leadership Team you will ensure the highest safeguarding practice standards are maintained and that there is a strong focus on delivering a high quality of education and a broad, balanced and relevant curriculum. This position is a permanent role to start in September 2022.

The successful candidate will:

- Have a good understanding of SEND and be conversant with all SEND codes of practice, the National Curriculum and relevant external accreditation and their application to children with special needs;
- Have significant experience in leading teams and managing workloads that are broad and diverse in nature
- Be able to support EHCP applications;
- Be committed to keeping all children safe;
- Promote our aims and vision and have consistently high expectations;
- Have experience of working with children and young people with mental health conditions and have a sound understanding of the impact that these can have on children's learning;
- Be approachable, understanding and emotionally committed to the welfare of pupils and staff;
- Have a thorough understanding of school performance measures and strategic financial planning;
- Have a sound knowledge of current educational legislation, policy and guidance;
- Be committed to working together in partnership with all those involved in the life of the school;
- Have proven senior leadership experience, with the ability to lead a large multi-disciplinary team across four separate sites;
- Have experience of the Ofsted inspection framework and school self-evaluation processes.

Should you wish to have an informal discussion about the role or schedule a visit, please contact Leah Miller, Headteacher, on 01223 534473 or via email head@pilgrim.cambs.sch.uk

Send your letter of interest and completed application form electronically to office@pilgrim.cambs.sch.uk

Appointment Process

Visits to the school:

Due to the unique nature of the school we encourage and welcome visits prior to an application, but recognise this will not be feasible for all potential candidates. Should you wish to have an informal discussion about the role or schedule a visit, please contact Leah Miller, Headteacher, on 01223 534473 or via email head@pilgrim.cambs.sch.uk

Closing date for applications:

Monday 9am 7th March 2022. Applications received after this time will not be considered.

Shortlisting of applications:

This will take place on 8th March 2022. Candidates selected for interview will be notified as soon as possible afterwards and references sought at this point. Unsuccessful applicants will be notified.

Interviews:

Interviews will be held on 18th March 2022.

Panel Decision:

Evening of 18th March 2022.

How to apply:

Please complete the application form and submit with a letter of application to office@pilgrim.cambs.sch.uk, the application form can be found on the Pilgrim Pathways School website: www.pilgrim.cambs.sch.uk

Further information:

Please visit our school website, www.pilgrim.cambs.sch.uk where you will be able to find further information about our school. If you have any further queries, please contact our Chair of Governors via email chair@pilgrim.cambs.sch.uk

Commitment to Safeguarding:

The Management Committee is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced Disclosure and Barring Service check (DBS) will be carried out on all successful candidates.

School Vision, Mission and Values

At Pilgrim Pathways School we believe in putting pupils at the centre of everything we do. Our curriculum intent is to provide high quality teaching and learning in order to help pupils grow and reach their full potential. We work hard to give all our pupils the necessary skills, knowledge and understanding to progress and achieve academically, socially and emotionally.

The school curriculum is bespoke to each pupil in the different settings in which we deliver teaching and learning. This ensures that as far as possible pupils are prepared for the next stage in their educational journey. We aim to:

- develop learners' educational and personal potential in a safe, stimulating and supportive learning environment;
- support learners to make good progress in lessons;
- prepare learners for successful reintegration into school, further education or employment;
- develop learners' self-esteem, personal integrity and citizenship;
- identify and change aspects of behaviour that are contributing to difficulties experienced in school;
- support mainstream schools in the development of effective strategies to aid pupils to flourish on their return.

Our Vision

To be a beacon of excellence, providing high quality education which enables children and young people with medical and mental health needs to achieve their potential and experience success.

Our Mission

To harness the skills of staff and partners to empower each student to build the character, hone the skills, develop the cultural capital and attain the qualifications needed for them to thrive into adulthood.

Our Core Values

Drive our pursuit of educational and personal excellence but also harness the nurturing support our pupils may need along the way:

- Respect
- Inclusive
- Compassion
- Independence
- Resilience

History of the Pilgrim Pathways School

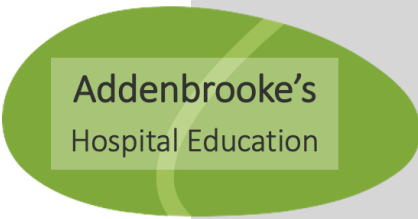



In 2003 the four hospital schools (Addenbrooke's, The Croft, The Phoenix, The Darwin) that now make up the Pilgrim Pathways School were unregistered and working independently. A Head for these four hospital schools was appointed and commenced post in September 2003. Her role was to amalgamate the hospital schools and create one team – this was originally named Pilgrim PRU. Pilgrim PRU was registered in later 2004. Separate management committees for Addenbrooke's and Fulbourn Hospitals were set up in 2006 and later combined into a single Management Committee for the whole PRU.

The Pilgrim PRU had its first Ofsted inspection in March 2006 by Charlie Henry, HMI. He graded the Pilgrim PRU as 'Good with outstanding features'. Subsequent OFSTEDs in 2009, 2011 and 2016 all were graded Outstanding.

In April 2021, Pilgrim PRU was renamed Pilgrim Pathways School.

Where are we now

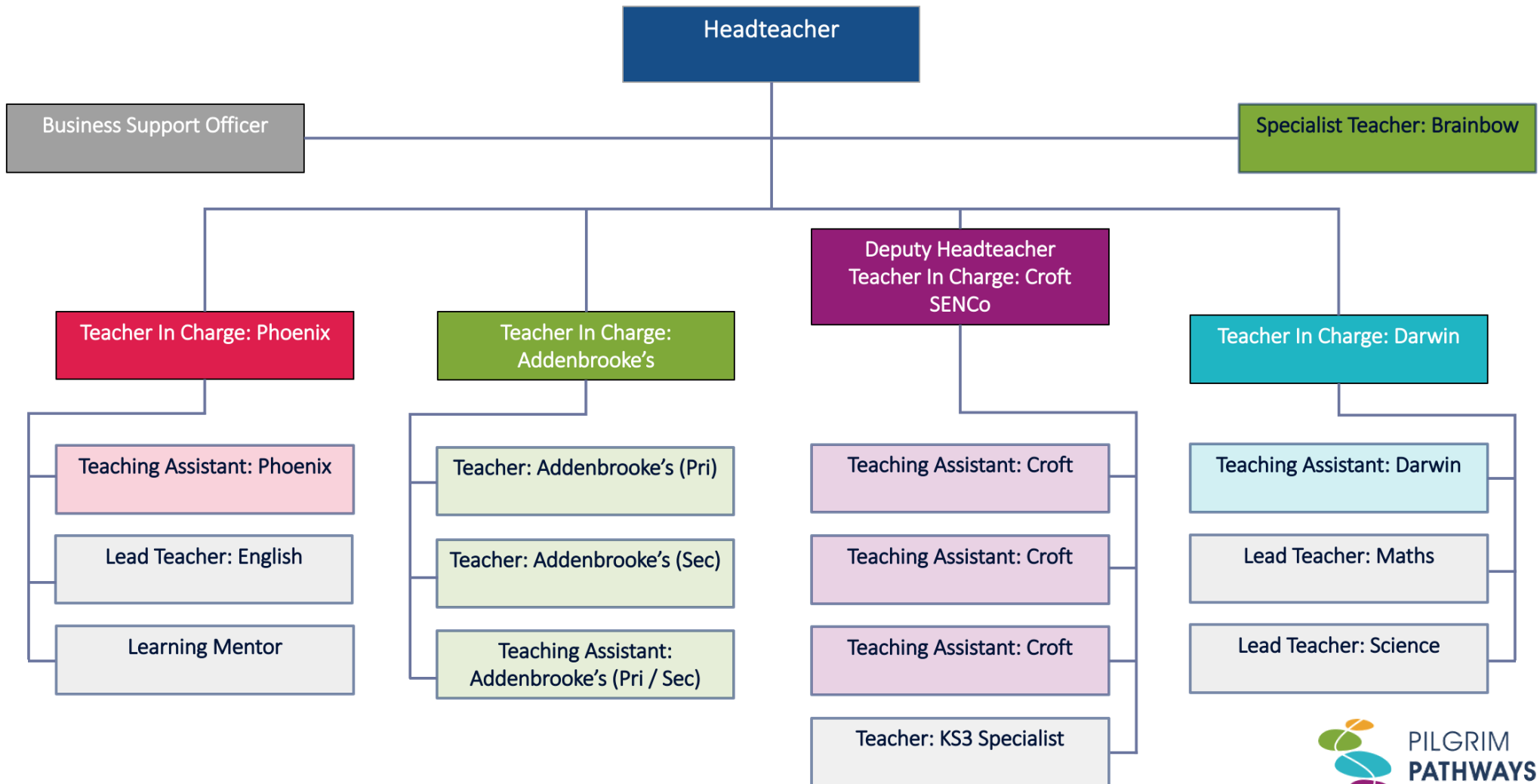
Pilgrim Pathways School is made up of four centres:

 <p>Addenbrooke's Hospital Education</p>	<ul style="list-style-type: none">• Provides education to Children & Young People admitted as an inpatient for a wide range of physical health needs• Team includes: 1 TiC (Sec spec.), 3 teachers (1 Sec + Post-16, 2 Pri), 1 TA (Pri)• Individualised education programmes delivered to 4 – 17-year-olds across the 7 children's wards for short (3+ days) and long-term patients• Provides standard and SEND transition support to schools' post-discharge• May provide SEND support for 18 – 25-year-olds with an EHCP (by request)• Hosts annual Cancer Study Day for ECHIN network and school colleagues
 <p>Croft Learning Centre</p>	<ul style="list-style-type: none">• School centre for the Croft Children & Family Assessment Unit (Tier 4). All children admitted into unit attend school Monday-Friday. 6 or 12-week admissions. Delivers classroom-based bespoke curriculum to 5-12 years old (EYFS - Year 8) with severe behavioural needs (diagnosed & non-diagnosed) and/or in clinical crisis• Team includes: 1 TiC (SENCO, AHT), 1 KS3 Specialist Teacher, 3 TAs• Main SEN / SEMH themes include: ASD, ODD, ADHD, OCD, SLCN and ACE's (trauma)• Core aim to reintroduce education as many not engaged for a long period/ no school• Fully integrated with NHS multi-disciplinary team (MDT) team• Direct school liaison and EHCP application as part of offer
 <p>Darwin Learning Centre</p>	<ul style="list-style-type: none">• School centre for the Darwin Adolescent Psychiatric Unit (Tier 4). All CYP admitted into unit attend school Monday-Friday. Admission from 4 weeks – 18 months.• Team includes: 1 TiC, 3 subject teachers (Eng, Mat, Sci)(shared), 1 Learning Mentor (shared), 1 TA• Delivers classroom-based bespoke curriculum to 13-17 years old (Year 9 - 13) with extreme mental difficulties – including suicidal ideation, psychosis, self-harm and expressed risk to others• Dominant SEN themes that emerge: ASD, ADHD, OCD, SLCN and ACE's• Fully integrated with NHS multi-disciplinary team (MDT) team• Direct school liaison and EHCP application as part of offer• Emergency referrals through A&E, CAMHs crisis team or as referred through complex cases panel
 <p>Phoenix Learning Centre</p>	<ul style="list-style-type: none">• School centre for the Phoenix Eating Disorders Unit (Tier 4). All CYP admitted into unit attend school Monday-Friday. Admission from 4 weeks – 12 months.• Team includes: 1 TiC, 3 subject teachers (Eng, Mat, Sci)(shared), 1 Learning Mentor (shared), 1 TA• Delivers classroom-based bespoke curriculum to 11-17 years old (Year 7 - 13) with complex eating disorders – including anorexia, bulimia and others• Emergency referrals through A&E, CAMHs crisis team or as referred through complex cases panel• Dominant SEN themes that emerge: ASD, OCD and ACE's• Fully integrated with NHS multi-disciplinary team (MDT) team• Direct school liaison and EHCP application as part of offer

The Croft, The Phoenix and The Darwin are on the Ida Darwin Site, Fulbourn, Cambridge.

For further information on each of the centres please visit our school website.

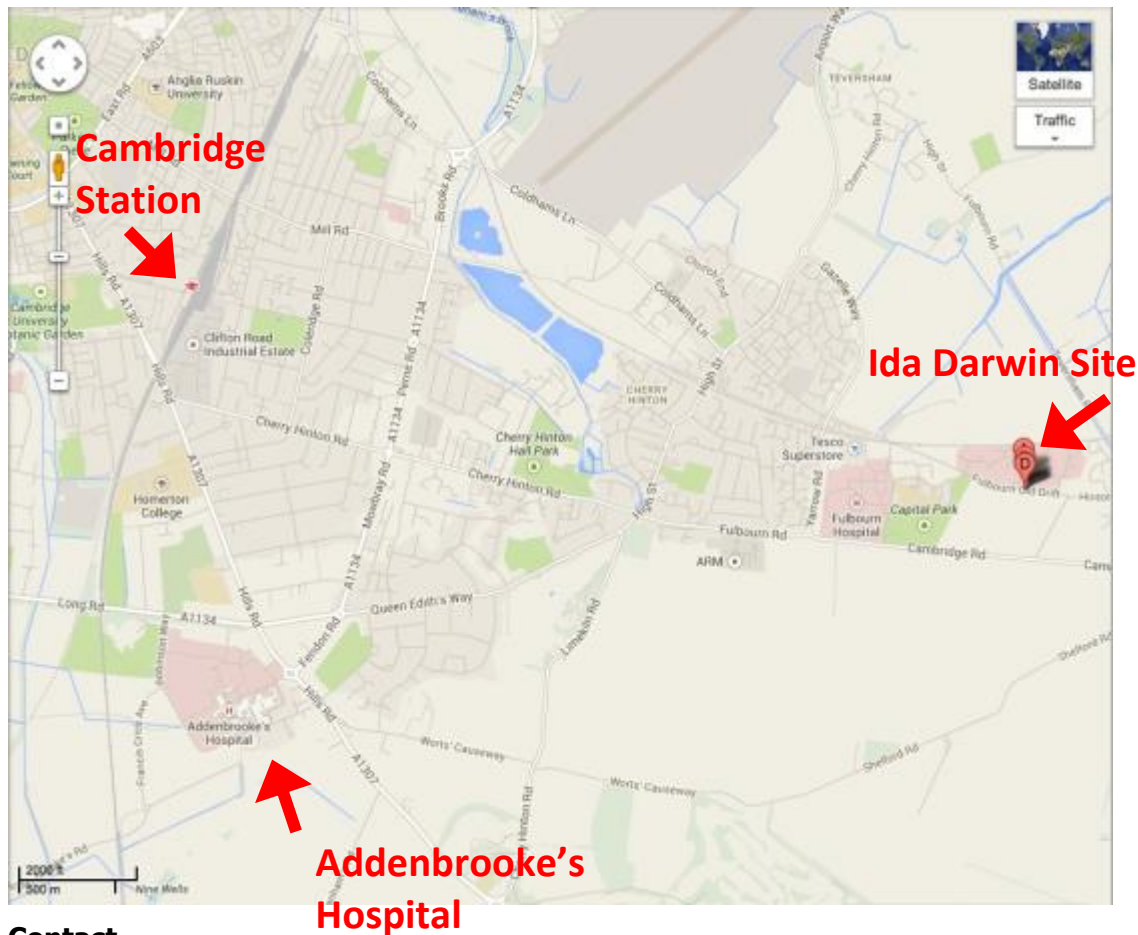
PILGRIM PATHWAYS SCHOOL STAFF STRUCTURE 2021 - 2022



Pilgrim Pathways School Sites

Pilgrim Pathways School is situated at two sites, Addenbrooke's hospital and the Ida Darwin site in Fulbourn.

Addenbrooke's is approximately two miles from the centre of Cambridge and the Ida Darwin site is at Fulbourn Hospital, approximately five miles from the centre of Cambridge. See map and link below



Contact

Pilgrim Pathways School
Block 19
Ida Darwin Site
Fulbourn
Cambridge CB21 5EE
Telephone: 01223 534473

www.pilgrim.cambs.sch.uk

Job Description

Post:	Headteacher, Pilgrim Pathways School
Grade:	Group 2 L10 – L16
Location:	Ida Darwin, Fulbourn
Start Date:	Easter 2022
Hours:	Full Time
Contract:	Permanent
Reports to:	Assistant Director for SEND and Inclusion, Cambridgeshire County Council

Job Purpose:

- To ensure that children and young people who are patients at Addenbrooke's and centres on the Ida Darwin site of Fulbourn Hospital have access to high quality, age-appropriate education. To work with the local authority to secure more provision for young people with mental health difficulties;
- The Headteachers core purpose is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.
- To provide strategic leadership and oversight of the development of the integrated pathways model, specifically the schooling workstream, being developed for the new Cambridge Children's Hospital in 2025.

Accountabilities:

- provide vision, leadership and direction;
- secure and sustain outstanding teaching and learning;
- promote excellence, equality and high expectation for all children and young people;
- evaluate performance and identify priorities for continuous improvement;
- be accountable for deploying resources to achieve the school's aims;
- carry out day-to-day management, organisation and administration;
- secure the commitment of the wider community, in particular the health trusts;
- create a safe and productive learning environment which is engaging and fulfilling for all children and young people;
- work effectively with the Management Committee;
- lead staff across all four centres as a unified team;
- work to reintegrate the children and young people into their home schools through effective communication and support;
- to offer operational and strategic leadership concerning the move to the new children's hospital;
- to work with the local authority to ensure financial security for the school.

Shaping the Future:

The Head will work with the Management Committee and others to continue embedding the shared vision, mission and values, and strategic plan for the school that inspires and motivates the students, staff and all other members of the school's community. Pilgrim Pathways School's future includes plans to move to a new purpose-built facility within a new Children's Hospital on the Addenbrooke's site.

The successful applicant will continue with:

- embedding the vision and ethos for the school;
- develop policies and strategies for implementing the vision and ethos, based on accurate school evaluation;
- develop effective improvement planning;
- encourage others within the school community to share in developing and delivering the vision for the school and ensuring consistency across the sites;
- advise the Management Committee on developments in educational thinking and national and local initiatives that might benefit the school;
- contribute actively to the planning and development of the new hospital schooling workstream.

Leading, Teaching and Learning:

The Head will be responsible for raising the quality of teaching and learning, and for ensuring children and young people's achievement within the school by:

- demonstrating a determination to raise standards for all children and young people and an ability to enthuse the whole school in this regard;
- demonstrating personal enthusiasm for, and commitment to, the learning process;
- determining, organising and implementing an appropriate curriculum for the school;
- ensuring the curriculum and provision are appropriate for each individual child and young person and build on their previous learning;
- utilising the resources available to the school in order to best meet the needs of the children and young people.

Professional Development and Working with Others:

The Head will develop effective relationships and communication to foster a professional learning community that enables everyone in the school to achieve. This will be achieved through:

- advising and assisting the Management Committee in carrying out their duties;
- reporting to the Management Committee on performance management and the professional development of all staff;
- developing, empowering and sustaining individuals and teams;
- collaborating and networking with others within and beyond the school;
- challenging, influencing and motivating others to fulfil their potential;
- giving and receiving effective feedback and acting to improve performance;
- acknowledging and accepting the need for support from others, including the Management Committee, the Local Authority and colleagues;
- ensuring there are appropriate continued professional development opportunities for all staff that feed into both personal development and school improvement;
- working closely with those who have responsibilities and/or care for the children and young people.

Managing the Organisation:

The Head will provide effective organisation and management of the school and seek ways to improve outcomes and performance based on rigorous self-evaluation. This includes ensuring a safe learning environment, which sets the safety of children, young people and the whole school community at the heart of its working practices. This will be achieved by:

- leading in raising standards and school improvement;
- establishing and sustaining appropriate structures and systems;
- preparing plans and policies for consideration by the Management Committee;
- ensuring robust performance management procedures are implemented;

- prioritising, planning and organising both self and others;
- ensuring the collection of a rich set of data to review and understand the strengths and weaknesses of the school;
- making professional decisions based on informed judgements;
- promoting a caring, safe and protective environment.

Securing Accountability:

The Head is legally accountable to the Local Authority, Management Committee and the Health Authority for the school, its environment and all its work. The Head must also fulfil wider accountabilities in relation to children and young people, parents, carers and other relevant groups. This will be achieved by:

- ensuring that the whole school community is engaged in systematic and rigorous self-evaluation of its work;
- providing relevant information to the Management Committee to enable it to carry out its statutory duties in providing challenge and support;
- combining the outcome of regular school self-review with external evaluations in order to develop the school's improvement planning;
- communicating with children, parents and carers on their progress and well-being;
- ensuring the school is well prepared and able to respond positively to external inspection and review e.g., by Ofsted and the Local Authority;
- giving opportunities for the children and young people to develop their voice within the school;
- ensuring that school's safeguarding, finances, health and safety, personnel and other relevant activities all conform to the required legal standards;
- working in close partnership with the Health Authority to ensure the premises are safe and maintained to a high standard.

Strengthening the community through collaboration and partnership:

The Head will engage with the internal and external school community to secure equity and entitlement leading to progress in children and young people's learning and improved educational outcomes. This will be achieved by:

- recognising and championing opportunities for developing a rich and diverse community, which respects the rights, responsibilities and dignity of all;
- engaging in a dialogue which builds partnerships and community consensus on values, belief and shared responsibilities;
- listening to, reflecting and acting on community feedback;
- building and promoting effective relationships with parents, carers, partners and the community to enhance the education of all children and young people;
- actively collaborating with other schools and organisations to improve educational outcomes for all children and young people.

Person Specification

Post: Headteacher, Pilgrim Pathways School
Location: Ida Darwin, Fulbourn

Pilgrim Pathways School Management Committee is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced Disclosure and Barring Service check (DBS) will be carried out on all successful candidates.

The following criteria are appropriate for this post. You must meet the essential criteria in order to be shortlisted for the post and it would be advantageous if you meet the desirable criteria.

Education, Qualifications & Training

Essential	Desirable
Education to First degree or equivalent	National Professional Qualification for Headship (NPQH)
Teaching qualification	
Evidence of recent, relevant professional development	
Higher degree or equivalent (in a relevant field of study) e.g., Masters or SENCO qualification	

Experience & Knowledge

Essential	Desirable
Proven leadership skills at a senior level gained in an educational setting	Successful experience of managing complex budgets and other resources using sound financial management practice.
Successful track record as a professional teacher	Managing provision over more than one site
Thorough understanding of child safeguarding and proven experience of promoting child well-being	Experience of working with children and young people with complex needs including medical needs
Successful experience of managing and leading a team, using effective people management practices.	Knowledge of behaviour management
	Working jointly with other agencies

Skills & Attributes

Essential	Desirable
Proven skills in strategic thinking, leading to effective planning	
Ability to think strategically and apply critical reasoning to solve complex problems	
Demonstrable commitment to and understanding of equalities issues in education and employment	

Creativity and imagination in response to changing circumstance and new ideas	
Resilience to cope effectively with challenge	
Enthusiasm and ability to inspire and enthuse others	
Commitment, reliability and integrity	
Positive attitude and approach to problem solving	
Excellent interpersonal and communication skills	
An ability to work with children and young people and their families at times of crisis.	

Equal Opportunities

Essential	Desirable
An understanding of equal opportunities and rights of all young people	
Willingness to provide access to education to all students	
Ability to recognise and challenge anti-discriminatory practice in children, young people and adults	

The Cambridgeshire Context

Cambridgeshire is the fastest growing county in the country and one of the main economic drivers for the UK.

The 0-19 population of Cambridgeshire is expected to increase by 18.5% between 2016 and 2036, although not evenly across the county. Cambridge City is expected to grow by 12.3% over this period, while South Cambridgeshire is facing an increase of 29.4%.

There are around 137,800 children and young people under the age of 18 years living in the county, which represents 21% of the total population. The levels of free school meals are lower than the national averages. Nationally 14.5% of primary pupils and 13.2% of secondary pupils are eligible; across Cambridgeshire the levels are 9.8% and 8.3% respectively.

Children and young people of school age from minority ethnic groups' account for 12.2% of primary pupils and 9.4% of secondary pupils - compared with 31.4% and 27.9% respectively for the country as a whole. Locally the largest minority ethnic group is Asian (3.8% of school-aged children). Travellers of Gypsy Roma and Irish heritage account for 0.7% of the school age population compared with a national average of 0.4%.

Cambridgeshire is a relatively prosperous county. Our children generally have above average health, educational attainment and life chances. However, there are pockets within the county where deprivation levels exceed or equal the national average, particularly in parts of Wisbech, Huntingdon North and the northeast of Cambridge City. A particular feature of Cambridgeshire is that deprivation is spread widely across the county. 65% of children living in low-income families live in our more affluent areas.

Cambridgeshire County Council's Equality Pledge

"We believe in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our community. Our aspiration is for Cambridge and the wider region to be safe, welcoming and inclusive."

Cambridgeshire County Council's Equality Objectives

1. Promote equality and inclusion with our workforce
 - Support employee and Member support networks
 - Improve the diversity of our workforce to reflect the communities we serve
1. Promote and celebrate diversity across the Council
 - Raise the profile of equality and diversity through communications campaigns

Support for newly appointed school Head teachers

New Head teachers need a suitable induction programme, and the governing body should ensure this is included in the budget. The Local Authority provides an induction programme (New to Headship) that also offers regular opportunities for meeting colleagues who have also recently been appointed.

Where the school buys in to the Primary Offer, the LA Primary Adviser should also make arrangements for the new Headteacher to have the contact details of a peer mentor. This is an informal support mechanism that is intended primarily as a supportive contact without the need for reports or feedback. This may also result in wider contacts and school to school partnership developing.

In the first term, Head teachers new to headship/Cambridgeshire will have access to an early introductory meeting with an Education Adviser, who will make contact to arrange this visit and will outline the support available for new Head teachers in Cambridgeshire.

The New to Headship Adviser will inform the new Headteacher about the Local Authority Induction Programme, which runs continuously throughout the academic year. There is a standard charge for this course. Seven meetings take place in schools across the county, over the academic year. These feature contributions from serving Head teachers, LA representatives and provide opportunities for discussion and networking with other new Head teachers.

Further information on the New to Headship programme provided by advisers from the Local Authority can be found on the Cambridgeshire County Council education page of the website: www.cambridgeshire.gov.uk/learntogether

The National College for School Leadership also licenses regional institutions to deliver school leadership training, including the National Professional Qualification for Headship. Visit <https://www.gov.uk/government/publications/licensees-nationalqualifications-and-study-modules-for-school-leaders> for more information.

In the East of England, the following are licensees:

Anglia Ruskin University
tlc@anglia.ac.uk
Tel. 0845 1964355

Leadership East
leadershipeast@elc-cambridge.org
Tel. 01223 652030