



Shaw  
Education  
Trust



# Careers

at Shaw Education Trust



<b>Job Title:</b>	<b>Executive Headteacher SEN Education</b>
<b>Grade:</b>	<b>Leadership</b>
<b>Salary:</b>	<b>Competitive based on Experience</b>
<b>Conditions of Service:</b>	<b>STPCD</b>
<b>Responsible to:</b>	<b>Trust Senior Leaders and CEO</b>

## Job Purpose

To work with the Chief Executive Officer as required, to provide strategic leadership and hold accountability for direction, standards achieved and quality in a designated academy/academies to:

- Provide leadership and management which enables the Trust to give every SEN pupil high quality education, and which promotes the highest possible standards of achievement;
- Secure the long-term success of the designated academy/academies by maximising potential through the skills and resources available from across the Family of Schools;
- Build leadership capacity in a specific and designated academy / academies.
- Work with any of the schools/academies within the SET family as directed by the Chief Executive.

## Key Responsibilities

### Shaping the future

- Creates and communicates a shared vision, ethos and strategic plan for the partnership that inspires and motivates all stakeholders and reflects the needs of the SEN academy and its community.
- Translates the vision into clear objectives that promote and sustain school improvement.
- Initiates and builds the capacity for change.
- Develops and implements robust systems in key areas including short- medium- and long term strategies that provide improvement, sustainability and capacity building.
- Empowers, develops and maintains strategic leadership capacity to support succession planning and meet the needs of the designated SEN academy/academies.
- Ensure the designated SEN academy moves forward for the benefit of all pupils and their communities
- Motivates and inspires all stakeholders to create a strong, shared culture of learning within an inclusive environment. Leading effective learning and teaching.
- Sets high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes for all pupils.
- Ensures a partnership-wide focus on SEN pupil achievement, using data and benchmarks to monitor progress in every child's learning.
- Establishes creative, effective approaches to SEN learning and teaching, whilst responsive to the needs of the pupil community.
- Ensures a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.
- Devises and implements strategies to improve the quality of SEN teaching and learning across the academy/academies to ensure it is consistently strong enough to raise standards and make progress.

### Leading Learning and Teaching

- Sets high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensures a holistic focus on pupil achievement, using data and benchmarks to monitor progress in every child's learning.
- Establishes creative, effective approaches to learning and teaching, and is responsive to the

needs of the pupil community and the Trust.

- Drives and ensures a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.
- Implements strategies to improve the quality of teaching and learning across both schools to ensure it is consistently strong to raise standards.
- Establish creative, responsive and effective approaches to learning and teaching.
- Set high expectations and set appropriately stretching targets for the designated academy/academies in order to improve the delivery of teaching and learning.
- Monitor, evaluate and review academy practices and promote improvement strategies.
- Review and improve colleague/staff performance at all levels utilising appropriate policies and procedures.
- Review and implement behaviour models in the academy to ensure that every child is able to learn and achieve beyond their expectation.

### **Developing Self and Others**

- Develops a positive ethos that celebrates the achievement of all and fosters a culture of continuous improvement.
- Builds a collaborative learning culture within the partnership of the Trust and actively engages with others to build effective learning communities and partnerships.
- Ensures effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities.
- Develops and maintains effective strategies and procedures for the induction, professional development and performance review and management of all staff.
- Sets high expectations for all and addresses underperformance, makes appropriate challenge for unacceptable practice and attitudes.
- Acts as a role model for the highest professional standards and behaviours.
- Self-evaluates, sets personal targets and takes responsibility for their own personal professional development.
- Ensures both self and others achieve an appropriate work/life balance.
- Ensures the performance management of staff reflects the Trust aims and objectives.

### **Managing the Organisation**

- Creates organisational structures that reflects the Trust and school values, and enables the management systems, structures and processes to work effectively in line with relevant legal requirements.
- Ensures the school and their resources are organised and managed to provide an efficient, effective and safe learning environment.
- Recruits, retains and deploys staff efficiently and effectively.
- Ensures the leadership team are empowered and able to support and deliver the smooth operation and high-quality teaching in the school.
- Ensures all of the school resources are deployed to achieve value for money.
- Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Manages and optimises the use of financial and human resources to achieve the Trust and school's educational goals and priorities.
- Ensures the range, quality and use of resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Ensures effective time management between each designated school to ensure an effective leadership presence and support is available on designated sites.

### **Securing Accountability**

- Develops effective working relationships with the Trust Board, Academy Council and relevant bodies of the schools.
- Is legally and contractually accountable to the Chief Executive Officer and Trust Board for the school, its environment and all its work. The Executive Headteacher will be responsible for the school and work with all parties to meet required responsibilities.
- Develops an ethos across the school that enables everyone to work collaboratively, shares knowledge and understanding, celebrates success and accepts responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to careful and regular review and evaluation through performance management.
- Develops and presents an accurate account of the school's performance to a range of audiences including the Chief Executive Officer, Trust Board, Academy Council, parents and carers, Children and Ofsted.

### **Strengthening Community**

- Embeds positive and purposeful relationships across and beyond the school that benefit pupils, families and local communities.
- Co-operates and works with relevant agencies and partners to ensure the well-being of pupils in line with statutory requirements.
- Ensures positive learning experiences for all pupils are linked and integrated with the wider community, local, national and global.
- Builds school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Networks and quickly develops effective relationships in order to secure a range of resources and opportunities for the schools.
- Creates and promotes positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.

### **Safeguarding and Promoting the Welfare of Children**

- Substantial knowledge and effective experiences of addressing every Child Matters agenda and safeguarding issues.
- Ensures a safe and supportive school culture.
- Ensures the welfare of children is safeguarded and promoted in line with current best practice and advice.
- Identifies key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Develops and introduces policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

### **Additional duties**

- To undertake work on behalf of the Chief Executive as required.
- To act as school Headteacher/Principal as required and directed by the Chief Executive and be accountable of outcomes.
- To hold senior and middle leaders to account for the school results, focusing on the securing results and levels of progress. Ensuring that all the relevant intervention and monitoring is in place to secure the best possible outcomes for pupils at the end of these phases.
- Ensure that a modern, current curriculum is developed and implemented and that curriculum delivery is translated into effective learning and assessment practice.

- Encourage and promote innovation in educational provision through the commissioning and delivery of services, ensuring that the school/schools can meet changing needs and demands consistent with government guidelines and requirements.
- Ensure that high quality provision is available to all SEN pupils regardless of race, religion, sexual orientation, gender, disability, economic background or special educational needs.
- To attend SET Board and Committee meetings when requested

**Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

**Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations.

***This job description is not prescriptive, nor necessarily a comprehensive definition of the position.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## Qualifications and Experience

### Qualifications/Training

- Qualified Teacher Status
- Degree educated
- Evidence of regular and appropriate professional development NPQH, or NPQEL
- Experience of a minimum of one successful headship in the SEN education phase.
- Coaching and/or mentoring experience
- Evidence of school improvement training/support

### Experience / Knowledge / Skills

- Local, national and global trends in education
- Strategies which build, communicate and implement a shared vision
- Strategic planning processes including financial planning, budgetary management and principles of best value
- Communication strategies both within and beyond the school
- New technologies, their use and impact
- Leading change, creativity and innovation and its impact on organisations and individuals
- Transforming schools and networks into successful learning communities
- Developing a culture that encourages participation, builds stakeholder esteem, recognises successes and celebrates existing good practice
- Strategies to raise achievement and achieve excellence
- Strategies to develop a personalised learning culture
- Strategies to ensure inclusion, diversity and access
- Strategies to develop effective staff
- Models of learning and teaching
- Principles of effective teaching and assessment for learning
- Models of behaviour and attendance management
- Curriculum design and management
- Data collection and analysis tools
- Performance monitoring and evaluation techniques
- Principles and models of self-evaluation including School self-evaluation
- Time-management skills in order to ensure the school and other designated schools receive effective management presence
- Rapid understanding of the ethos and mechanics of the school, diagnose requirements and establish personal credibility with stakeholders
- Understanding of concept of distributed leadership and its role in effective management

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
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**Motivate and inspire**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>

**Reflection**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>

**Secure accountability by giving tools to succeed by...**

<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>



**In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:**

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**HH 01.02.2021**

***Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.***