

THE HARBOUR SCHOOL

Job Description and Person Specification

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| Post: | Head of Campus |
| Location: | The Harbour School |
| Reporting to: | Headteacher |
| Grade: | Leadership 7 – 11 |

JOB PURPOSE:

To play an active role within the school senior leadership team whilst leading a Campus within the school to ensure pupil needs are fully met

To ensure high quality provision for pupils with Social, Emotional and/or Mental Health (SEMH) Needs and other complex needs.

Responsible for:

* Positive outcomes for all pupils ensuring their needs are fully met and that appropriate provision is identified and secured for them
* Day to day leadership and management of a campus within The Harbour School

## MAIN RESPONSIBILITIES:

1. To carry out the professional duties as defined in paragraphs 64 and 65 of the “School Teachers’ Pay and Conditions” document.
2. To be a Deputy Designated Safeguarding Lead to ensure the highest levels of safeguarding for pupils.
3. To take a lead with Health and Safety of the campus.
4. To contribute towards the development and maintenance of an ambitious curriculum model and range of interventions appropriate to meeting the requirements of pupils attending the school and ensure that they receive a broad and balanced curriculum in accordance with their needs and circumstances.
5. With the Headteacher and Deputy Headteacher, ensure the learning needs of all the pupils attending the school are assessed, targets set and monitored and progress reported on to maximise learning potential and increase opportunities for the next stage in education, training or employment.
6. To ensure that appropriate learning programmes and interventions for pupils are developed and maintained, and are of high quality, through monitoring curriculum planning and the quality of teaching and pastoral support.
7. To support the Headteacher, Deputy Headteacher and SENCo in ensuring the objectives of the SEND policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.
8. To develop and maintain highly effective inclusion procedures which promote high standards of engagement, regulation and good levels of attendance.
9. To ensure that all pupils attending the school receive an appropriate level of high quality pastoral care to address their social and emotional needs.
10. To work with the SLT to ensure the school meets attendance targets.
11. To be pro-active in collaborating with other agencies and organisations in order to meet the wider needs of pupils and their families.
12. To work with mainstream colleagues to ensure pupils have the opportunity to be included in mainstream school where appropriate, and provide suitable support for the process.
13. To set a high standard of professionalism in relationships with staff and parents and develop good working partnerships with parent/carers of the pupils attending the school and ensure that their views are taken into account in any decisions made.
14. To ensure that the views of pupils are taken into account in any decisions made.
15. To support the Headteacher and the Deputy Headteacher in the deployment of teaching staff and support those in their duties.
16. To coach and mentor staff in order to develop and maintain best practice.
17. To lead groups of staff in CPD activities and evaluate outcomes.
18. To carry out appraisal and performance management process of staff who are on a range of conditions of service.
19. To ensure that all staff comply fully with equal opportunities policies and criteria for safeguarding children and young people.

**Teaching and Learning**

1. To promote outstanding teaching, learning and assessment practice in relation to the needs of the pupils.
2. To be responsible for the quality of education for all pupils, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement and progress.
3. Be responsible for ensuring that improvements in English, Maths and Emotional Literacy are priority targets for all pupils.
4. Be responsible for the pastoral care of pupils promoting relational approaches in accordance with school policies.
5. To support the Headteacher and Deputy Headteacher in the monitoring of the quality of education and achievement of all pupils, including the analysis of performance data.

# Strategic Direction and Development

1. Support and secure the commitment of others to the vision, ethos and policies of the school and promote high levels of achievement in the school.
2. Support the creation and implementation of the school development plan, and to take responsibility for appropriately delegated aspects of it.
3. Support all staff in achieving the priorities and targets of the school sets and monitor the progress of those which relate to the school.
4. Support the evaluation of the effectiveness of the school’s policies and developments and analyse their impact on the school.
5. Ensure that parents/carers are well informed about the curriculum, targets, children’s progress and attainment.

# Person Specification: Head of Campus

| Criteria | | **Essential** (E)  or  **Desirable** (D) | **How Assessed**  Application (A) Interview (I)  Reference (R)  Test (T) |
| --- | --- | --- | --- |
| **Qualification** | Qualified teacher status | E |  |
| Degree or equivalent | E |  |
| Evidence of recent professional development, in respect of effective practice for pupils with SEMH and other complex needs. | E |  |
| Evidence of recent leadership Continuing Professional Development. | E |  |
| An outstanding/good teacher. | E |  |
| Excellent literacy and numeracy skills. | E |  |
| **Skills and Abilities** | Experience of successfully leading the development of other staff. | E |  |
| Ability to lead a team effectively. | E |  |
| Good Emotional Literacy skills including the ability to motivate staff and to resolve conflict. | E |  |
| Successful teaching experience, ideally in a range of environments, of which a significant period has been with pupils with a range of special educational needs. | E |  |
| An ability to communicate effectively with pupils. | E |  |
| An ability to promote a calm and positive ethos, and a well ordered policy of behaviour for learning/relational approaches throughout the school. | E |  |
| Ability to lead curriculum development. | E |  |
| Evidence of a commitment to excellence and to the maximising of educational and personal achievement for all pupils taking into account their varied abilities and special educational needs. | E |  |
| Evidence of recent innovative curriculum development in respect of pupils with SEMH and other complex needs | E |  |
| Ability to effectively involve pupils in decisions about their future | E |  |
| Commitment to maximising the opportunities for pupils to progress to next stage in education/training or employment. | E |  |
| Ability to effectively involve parents/carers in decisions relating to their children. | E |  |
| An understanding of the practice of cooperative and effective working with mainstream schools including the effective transition of pupils into part-time or full-time mainstream education where appropriate. | D |  |
| Experience of building and maintaining effective partnership working with external agencies. | E |  |
| Effective curriculum development and the ability to make judgements on the quality of teaching and pupil’s work. | E |  |
| Ability to contribute to The Harbour School systematic self-evaluation and review and development plan. | E |  |
| Evidence of the strong organisational and intellectual qualities required to set an example of leadership to others. | E |  |
| Effective use of ICT to enhance learning. | D |  |
| Ability to analyse and interpret data/results. | E |  |
| Ability to write clear and precise reports. | E |  |
| Ability to plan and deliver appropriate curriculum. | E |  |

| Criteria | | **Essential** (E)  or  **Desirable** (D) | **How Assessed**  Application (A) Interview (I)  Reference (R)  Test (T) |
| --- | --- | --- | --- |
| **Knowledge** | An extensive understanding of issues facing those with SEMH needs, including risk factors relating to substance misuse, offending behaviour, relational trauma, self-esteem, social skills, risk taking behaviour and/or medical. | E |  |
| A good understanding and experience of effective curriculum design for pupils with SEMH needs. | E |  |
| Experience of successfully developing interventions and approaches for pupils with SEMH needs. | E |  |
| A good understanding of effective approaches to teaching and learning for pupils with SEMH needs. | E |  |
| A working knowledge of the flexible arrangements within the National Curriculum framework. | E |  |
| A good understanding of effective interventions and support for pupils with SEMH and other complex needs. | E |  |
| A good understanding of child development and learning processes. | E |  |
| Some knowledge of recent legislation related to permanently excluded, vulnerable and pupils with challenging behaviour. | D |  |
| A good knowledge of assessment in respect of pupils with SEMH and other complex needs. | E |  |
| Knowledge of current curriculum issues, education developments and important legislative changes, together with an understanding of their significance for the management and leadership of the school. | D |  |
| A commitment to inclusion and inclusive practice. | E |  |
| Evidence of effective team working. | E |  |
| An ability to work under pressure. | E |  |
| A commitment to equality of opportunity. | E |  |

| Criteria | | **Essential** (E)  or  **Desirable** (D) | **How Assessed**  Application (A) Interview (I)  Reference (R)  Test (T) |
| --- | --- | --- | --- |
| **Other** | A flexible attitude and an innovative approach. | E |  |
| The resilience to meet and overcome challenges. | E |  |
| Ability to work in stressful situations including an appreciation of the need for self-care, supervision and personal and professional boundaries. | E |  |
| Self-motivated and able to work independently with a proven ability to prioritise, plan and organise own work. | E |  |
| Recognise when to ask for advice and support. | E |  |
| Excellent understanding of safeguarding procedures and responsibilities. | E |  |

The Harbour School is committed to safeguarding and promoting the welfare of pupils, and expects all staff and volunteers to share this commitment. DBS at Enhanced level will be required prior to any offer of employment.

**General**

1. Take on specific tasks related to the day to day administration and organisation of the school as required by the Headteacher.
2. Create and maintain positive and supportive relationships with staff, IEB/governors, parents/carers, partners and other stakeholders.
3. Engage with appropriate training opportunities to promote professional effectiveness in this role.
4. Take on any additional responsibilities which might from time to time be determined.