|  |  |
| --- | --- |
| **HAYBROOK COLLEGE TRUST**  **JOB DESCRIPTION: Head of Millside School** | |
| **Responsible to:** | Executive Headteacher |
| **Main purpose of the job :** | |
| * To ensure the effective day to day operational management of Millside School. * To lead on the strategic development of Millside School in order to ensure sustained improvement which will improve the life chances of all students at the school. * To play a key role in the Haybrook College self-evaluation process and delivery of the Millside School Development Plan. * The duties outlined, in line with Headteacher and Teacher Standards, are in addition to the ones stated in the latest School Teachers' Pay and Conditions Document that you will automatically be required to meet. You may also be required to undertake professional duties delegated by the Executive Headteacher. | |
| **Key Responsibilities:** | |
| **Leadership responsibilities**   1. Have and promote a clear understanding of the vision, aim and ethos of Millside School, and an awareness of its role in the wider educational offer at Haybrook College. 2. To oversee the day-to-day operational management and running of the school. 3. Be responsible for the effective strategic leadership to further develop a co-ordinated, inclusive educational provision across Millside School. 4. To ensure that the school operate on a positive financial basis. 5. Work with the Senior Leadership Team and Curriculum Leads to create a learning culture which enables pupils to become effective, independent learners committed to life-long learning, raising the quality of teaching and learning and pupil outcomes. 6. Liaise with the College SENDCO regarding all aspects of SEND provision, including admission, consultations, access arrangements, banded funding and annual reviews. 7. Ensure that the school meets the requirements of relevant inspection and regulatory bodies. 8. To lead on key areas of school development and to contribute to the creation and evaluation of the School Development Plan. 9. To develop and present an accurate account of the school’s performance to a range of audiences including the EHT, Strategy Team, Trustees and the wider educational community. 10. To lead and be responsible for the continuous improvement of the standards of teaching and learning including delivering high quality training which contributes to the ongoing CPD for staff at all levels. 11. To work with the Executive Head Teacher and Director of Finance to ensure that the management, finance and administration supports its vison and aims. 12. Make clear quantifiable data available to a range of audiences to support self-evaluation. 13. In conjunction with the Executive Head Teacher, Director of Finance and Trustees be responsible for establishing budget priorities and ensuring funds are used effectively to provide best value within agreed expenditure limits. 14. In conjunction with the Executive Head Teacher to be responsible for dealing with matters relating to disciplinary issues in accordance with employment law and relevant statutory guidelines such as those provided by the DfE and the Teaching Agency. 15. Take a significant role in the implementation of all aspects of the College’s performance management practices in accordance with statutory requirements to secure school improvement and individual professional development. 16. Assume overall responsibility and accountability for Safeguarding and Health and Safety at the school. 17. To ensure there is a team approach to monitoring and self-evaluation of progress at Millside School and setting targets for development or improvement.   **Teaching and Learning**   1. Ensure the provision of a broad balanced, relevant, motivating, and differentiated curriculum for all pupils by implementing the Colleges curriculum maps and ‘The Haybrook Way’ pedagogy. 2. Ensure that there is effective implementation of the Colleges assessment and marking policy and that it is adhered to by staff. 3. Ensure, in conjunction with the Curriculum Leads, effective monitoring of pupil progress and subject moderation across the curriculum. 4. Drive developments in high-quality, expert teaching across all subjects and phases, built on effective implementation of ‘The Haybrook Way’. 5. Ensure all pupils receive appropriate interventions to support their progress, including evidence informed reading strategies. 6. To undertake performance management reviews for centre staff in line with the performance management scheme and to undertake regular observations of lessons by centre staff.   **Behaviour**   1. Establish and sustain high expectations of behaviour for all pupils, built upon positive relationships, rules, and routines, which are understood clearly and effectively implemented by all staff and pupils. 2. To ensure that behaviour management systems and procedures are in place, monitored, and are consistently adhered to in line with the Colleges ‘Trauma Informed Behaviour Regulation Policy’. 3. Ensure adults within the school role model positive behaviour and implement consistent, fair, and respectful approaches to managing dysregulated behaviour. 4. Monitor and improve pupil attendance ensuring that follow up and appropriate actions are taken in a timely manner.   **Additional and special educational needs and disabilities**   1. Ensure the school works effectively in partnership with parents, carers and professionals, to identify and support the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate. 2. To involve multi-agency partners and community and business groups to enhance learner support and curriculum delivery. 3. To ensure there is a team approach to monitoring and self-evaluation of progress at Millside School and setting targets for development or improvement.   The duties outlined above are not intended as a restrictive list and may be extended or altered to include other tasks that are commensurate with the grade as directed by the Executive Head Teacher, commensurate with the grade of the post. | |
| **Safeguarding Children** | |
| In accordance with the Trust’s commitment to follow and adhere to the most recent versions of the Department for Education’s (DfE) guidance entitled ‘Keeping Children Safe in Education’, ‘Safeguarding Children and Young People and Young Vulnerable Adults Policy’, and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Trust. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the pupils and the Trust.  You are also required to know and comply with the most recent version of the DfE document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People.’ You are required to have satisfactory Enhanced DBS clearance with barred list information. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times. | |
| **Confidentiality** | |
| During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Haybrook College Trust, or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so. | |
| **Data Protection** | |
| During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the latest General Data Protection Regulation (GDPR) as it applies in the UK, tailored by the Data Protection Act 2018, and are properly applied to pupil, staff and Trust business/information. | |
| **Freedom of Information** | |
| The post holder must be aware that the public could, in theory, request any information held by the Trust, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the Trust’s policies and procedures. | |
| **Smoking / Intoxicants Policy** | |
| No smoking or intoxicants are permitted in any part of the premises or grounds managed, leased or owned by Haybrook College Trust. No smoking or intoxicants are permitted in any Trust vehicles or in any vehicle parked on any Trust premises. Smoking of any product and the consumption of alcohol are strictly forbidden. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **HAYBROOK COLLEGE TRUST** | | | | | | |
| PERSON SPECIFICATION | | **Head of Centre for Millside School** | | | | |
|  |  | | | | | |
| Key | E= (Essential) D= (Desirable) A= (Application Form) I= (Interview process) | | | | | |
| Qualifications | | | E | D | A | I |
| 1 | First Degree or Equivalent | | ✓ |  | ✓ |  |
| 2 | DfE recognised Qualified Teacher Status or equivalent | |  | ✓ | ✓ |  |
| 3 | Evidence of participation in recent and Continuing Professional Development | | ✓ |  | ✓ |  |
| 4 | Evidence of, and impact from, CPD relevant to a senior leadership post | | ✓ |  |  | ✓ |
| 5 | Additional Post Graduate SEN qualification | |  | ✓ | ✓ |  |
| 6 | Current driving licence | | ✓ |  | ✓ |  |
| Successful and Substantial Experience of: | | | E | D | A | I |
| 8 | Managing the learning of pupils with challenging behaviour working in a special school setting | | ✓ |  | ✓ |  |
| 9 | Senior Management within a school’s Leadership Team | | ✓ |  | ✓ |  |
| 10 | Challenging underperformance at all levels and ensure effective corrective action and follow up | | ✓ |  | ✓ |  |
| 11 | Working collaboratively with a range of schools in a locality | |  | ✓ |  | ✓ |
| 12 | Working effectively in partnership with parents, carers and outside agencies to improve outcomes | | ✓ |  | ✓ |  |
| 13 | Leading and managing change within a school setting | | ✓ |  |  | ✓ |
| 14 | Experience of successfully managing negative and challenging behaviour and helping young people to grow in confidence with a positive vision for the future | | ✓ |  |  | ✓ |
| 15 | Evidence of working with the statutory framework for education, the SEN Code of Practice, safeguarding, health and safety and related statutory regulations and other current legislation | | ✓ |  | ✓ |  |
| 16 | Experience and understanding of Ofsted inspections and implement recommendations to improve provision | |  | ✓ |  | ✓ |
| Knowledge and Understanding  Able to evidence and apply up to date secure knowledge and understanding of: | | | E | D | A | I |
| 17 | Recent education developments, initiatives, legislation and how they may impact on the College | | ✓ |  |  | ✓ |
| 18 | School evaluation and school development planning to secure effective teaching and learning and raising standards | | ✓ |  |  | ✓ |
| 19 | effective teaching methods for with pupils with challenging behaviour and SEND | | ✓ |  |  | ✓ |
| 20 | Knowledge of Teacher Standards and how to apply these to assess teacher performance and promote professional development of others | | ✓ |  | ✓ |  |
| 21 | Knowledge of ‘Keeping Children Safe in Education” 2024 | | ✓ |  |  | ✓ |
| Leadership Skills and abilities | | | E | D | A | I |
| 22 | Working on own initiative and prioritising workload, anticipating and meeting deadlines around College priorities and timescales and to manage a complex workload | | ✓ |  |  | ✓ |
| 23 | Working closely with Executive Headteacher and Governors to lead on the strategic direction and development of the College | |  | ✓ | ✓ |  |
| 24 | Communicating clearly, calmly and professionally in the English language, both verbally and in writing with all children or adults | | ✓ |  | ✓ |  |
| 25 | The ability to motivate staff, pupils and the wider community and engage their active commitment to the Trust's vision | | ✓ |  |  | ✓ |
| 26 | High level of numeracy and financial understanding to manage budgets | | ✓ |  | ✓ |  |
| 27 | Responding to a wide range of complex queries and use high level decision making skills and able to solve problems analytically | | ✓ |  |  | ✓ |
| 28 | Dealing with a variety of challenging clients in a calm and professional manner and to successfully build constructive relationships with colleagues, parents, other educational establishments and external agencies | | ✓ |  |  | ✓ |
| 29 | Presenting information and contributing effectively at meetings | | ✓ |  | ✓ |  |
| 30 | Demonstrating enthusiasm, initiative and commitment to ensure that good practise is embedded across the College. | | ✓ |  |  | ✓ |
| 31 | Able to efficiently lead, manage and motivate a team including organisation and supervision of day-to-day work and performance management and be skilled at relationship management | | ✓ |  |  | ✓ |
| 32 | Ability to analyse and interpret data | | ✓ |  |  | ✓ |
| Personal Attributes  Able to consistently demonstrate evidence of: | | | E | D | A | I |
| 33 | Consistently demonstrating the behaviours expected by virtue of being a person in a position of trust | | ✓ |  | ✓ | ✓ |
| 34 | Personal and professional resilience in the face of challenging situations | | ✓ |  |  | ✓ |
| 35 | Strong personal motivation and drive | | ✓ |  |  | ✓ |
| 36 | Displays a passion for the most vulnerable and a drive to redress injustice by removing barriers to learning | | ✓ |  |  | ✓ |
| 37 | Reliability and integrity | | ✓ |  |  | ✓ |
| 38 | Being committed to maintaining a healthy work life balance for oneself and that of others | | ✓ |  |  | ✓ |
| 39 | A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background | | ✓ |  | ✓ |  |
| 40 | Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues | | ✓ |  | ✓ | ✓ |