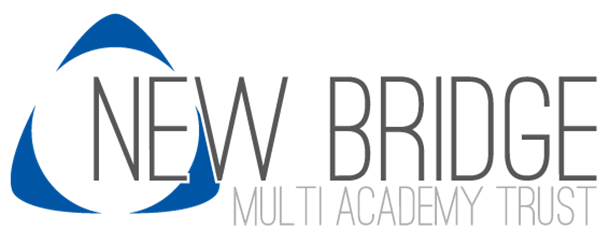
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| Job Description | |
| Job Title: | Head of School – Heywood Academy |
| Pay Grade / Scale / Range: | 15 – L19 |
| Working hours: | Full-time (Based on School Teachers Terms and Conditions) |
| Location: | Initially based at Heywood Academy site but all staff are required to work at any site of the New Bridge MAT if operationally needed |
| Benefits & Perks: | TOIL scheme, Occupational Pension Scheme, Occupational Sickness Scheme; Healthcare scheme |
| Staff responsible to: | Executive Headteacher |
| Staff responsible for: | Staff within the Heywood Academy |
| Accountable to: | Chief Executive Officer |

**Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment. An enhanced DBS certificate is required for this post.**

To provide inspirational and professional leadership to staff which secures an

outstanding education for students at Heywood Academy.

To work in partnership as a lead member or attendee at local governing body / Trustee meetings and with other stakeholders to fulfil the aims of the school.

To be responsible for students’ safeguarding acting as the Designated Safeguarding lead.

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| **Key Tasks** |

* **Teaching and learning**

1. Have a proven track record of outstanding teaching which clearly reflects current thinking
2. Ensure a consistent and continuous focus on children and young people’s achievement, using data and benchmarks to monitor progress
3. Ensure that personalised learning is at the centre of strategic planning and resource management
4. Ensure a culture and ethos of challenge and support, where all our children and young people can achieve success and become engaged in their own learning
5. Demonstrate and articulate high expectations and set challenging targets
6. Implement strategies which secure high standards of behaviour and attendance
7. Shape, organise and implement a diverse curriculum and liaise with senior colleagues on the assessment framework
8. Monitor, evaluate and review classroom practice and promote improvement strategies
9. Challenge under-performance at all levels and ensure effective follow-up

* **Shaping the future**

1. Work with the Executive Headteacher (and named key colleagues) to ensure the highest priority is given to safeguarding and promoting the welfare of our children, young people and staff in the school
2. Ensure that the resources of the school are fully exploited to best raise the standards for our children and young people
3. Work with the community to translate the school’s vision into agreed operational plans, which will promote and sustain school improvement and inform school evaluation
4. Line manage all school staff on a day-to-day basis
5. With agreed support, be responsible for the performance management and development of teachers in the school
6. Ensure the school’s vision is clearly articulated, shared, understood and implemented
7. Demonstrate the vision and the values in everyday work practice
8. Motivate and work with others to create a shared culture and positive atmosphere, underpinned by ethical leadership
9. Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
10. Ensure that strategic planning is led by the aspirations and values of the school and is based upon rigorous school self-evaluation
11. Research and keep abreast of current initiatives and analyse appropriate implementation when it is for the benefit for the children and young people within the school

* **Communication and relationships**

1. Build a collaborative learning culture within the school and actively engage with other schools, particularly within a partnership, to build an effective learning community
2. Implement the agreed policies for staff induction, professional development and performance review
3. Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
4. Develop and maintain a culture of high expectations for self and others, and take appropriate action when performance is unsatisfactory
5. Review own practice regularly, setting personal targets and taking responsibility for own personal development

* **Managing the school**

1. In partnership with the Executive Headteacher, produce clear, evidence-based improvement plans for the development of the school and its facilities, using distributed leadership
2. In partnership with the Executive Headteacher and Governors, recruit, retain and deploy staff in line with safeguarding procedures
3. Appropriately manage the workload of staff to achieve the vision of the school
4. Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
5. Ensure that the range, quality and use of available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money

* **Strengthening the community**

1. Acting as the designated safeguarding lead; responsible for safeguarding and child protection (including online safety).
2. Build a culture and curriculum which takes into account the richness and diversity of the local community
3. Ensure learning experiences for our children and young people are linked into and integrated with the wider community
4. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of our children and young people and their families in partnership with key colleagues
5. Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development particularly attendance
6. Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
7. Contribute to the development of the education system by, for example, sharing effective practice, working in partnerships with other schools and promoting innovative initiatives
8. Co-operate and work with relevant agencies to protect and safeguard the welfare of our children and young people

* **Securing accountability**

1. Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
2. Ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation
3. Work with the local governing body to enable it to meet its responsibilities
4. Develop and present a coherent, understandable and accurate account of the performance of the school with particular reference to the experience of our children and young people to a range of audiences, governors, parents and carers
5. Reflect on personal contribution to school achievements and take account of feedback from others

**Standard Duties**

1. Comply with policies and procedures relating to child protection, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person
2. Contribute to the overall work and ethos of the organisation.
3. Attend and participate in meetings as required.
4. Improve own practice through training, observation, evaluation and discussion with colleagues.
5. Recognise own strengths and areas of expertise and use them to support others.
6. To work across the New Bridge MAT if required.
7. To understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and to promote equal opportunities for all.
8. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises
9. To participate and engage with workplace learning and development opportunities, subject to the school’s training plan, working to continually improve own performance and that of the team/school.
10. To undertake any other additional duties commensurate with the grade of the post.

All colleagues are expected to comply with any reasonable request from the Chief Executive Officer or his representative to undertake work of a similar level that is not specified in this job description.

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| **Special Conditions:**  An Enhanced Disclosure and Barring Service (DBS) check is required for this post |

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| **Contacts:**  Pupils, parents, staff, governors, visitors to the school, professionals from outside agencies, teachers from other schools. |

**Responsible for: Staff at Heywood Academy**

**Responsible to: Executive Headteacher**

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| **PLEASE NOTE**: The selection panel will use the emboldened criteria below to shortlist. Only those applicants who demonstrate that they meet those criteria (to the panel’s satisfaction) will be invited to interview. | | |
|  | **Selection Criteria** | **How Assessed** |
| **Education & Qualifications** | **Qualified Teacher Status**  **Degree**  **Leadership and Management Training or professional qualification (NPQ).**  Evidence of continuing professional development in ASC/SLCN | Personal profile and Certificates |
| **Experience & Knowledge** | **Within an ASC/SLCN provision, be able to demonstrate experience, understanding and application of:**   * **working at a senior leadership level with SEND experience** * **working with children and young people with ASC/SLCN who are working just below or age appropriate up to GCSEs** * **strategies for raising students’ progress and achievement from KS3 – KS5** * **all child protection and adult safeguarding procedures** * **strategies for promoting their spiritual, moral, social and cultural development and their good behaviour** * **strategies to raise standards through effective teaching and learning** * different leadership styles and practices and their effects in a variety of contexts within a school * **the planning, monitoring and implementation of a differentiated curriculum** * **the support to staff with teaching and learning and day to day management** * **the responsibilities of governors as defined by national and local regulations** * equality of opportunity and inclusion * the formulation, monitoring and evaluation of the timetable * effective, oral and written presentations and correspondence, to a range of audiences | **Personal profile**  **Interview** |

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|  | **Selection Criteria** | **How Assessed** |
| **Skills and Abilities** | **Leadership Skills: the ability to use appropriate leadership styles in different situations in order to**   * create and secure commitment to a clear vision for an effective school * **set high expectations and standards, and provide a role model for children, young people and staff** * prioritise, plan and organise the work of the school * devolve responsibilities, allowing staff the freedom to act within a defined framework * monitor practice to ensure that devolved responsibilities are being carried out * build, support and work as part of a team * motivate children, young people and staff * work effectively in partnership with parents, governors and the wider community * deal sensitively with people and resolve conflicts * seek advice and support where necessary * meet the requirements of relevant legislation appertaining to schools   **Decision making Skills: the ability to**   * make decisions based upon analysis, interpretation and understanding of relevant data and information from both within and outside school * demonstrate balanced and fair judgement   **Communication Skills: the ability to**     * listen to and understand the views of others * make points clearly * consult and negotiate to achieve specific objectives * establish and manage good communication systems * chair and contribute to meetings effectively * prioritise and manage one’s own time effectively * work consistently to deadlines * set and achieve challenging but realistic goals * take responsibility for one’s own professional development | **Personal profile**  **Interview** |

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|  | **Selection Criteria** | **How Assessed** |
| **Work Circumstances** | * Commitment to personal development. * To be punctual and have regular attendance. * The post holder must be willing and able to work flexibly as may be required. * To travel and work at any within the New Bridge MAT as may be required. * Occasional out of hours working to support school functions or evening meetings. | Interview |
| Safeguarding | **Knowledge of Safeguarding and Child Protection expectations**  **Knowledge and understanding of strategies for inclusion and equal opportunities**  **Knowledge of Health and Safety expectations affecting children and adults across the school** | Interview |

