Head of School, Job Description and Person Specification

|  |  |
| --- | --- |
| Bents Green Specialist School | |
| **Salary range:** | **Group:** L16-20 |
| **Role of the Head of School:** | A Head of School in addition to carrying out the professional duties of a teacher, including those duties particularly assigned by the Executive Headteacher, must play a major role under the overall direction of the Executive Headteacher in:   * formulating the aims and objectives of the school; * establishing the policies through which they are to be achieved; * managing staff and resources to that end; * monitoring progress towards their achievement;   and undertake any professional duties of the Executive Headteacher reasonably delegated by the Executive Headteacher  If the Executive Headteacher is absent from the school, a Head of School must undertake their professional duties to the extent required by the Executive Headteacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body. |
| **Responsible to:** | The Executive Headteacher, the Governing Body of the school and the Executive Director of Children, Young People and Families. |
| **Responsible for:** | The teaching and support staff of the school and its children and young people. |
| **The Head of School will be expected to work with the Executive Headteacher to:** | * Fulfil all the requirements and duties set out in the School Teachers’ Pay and Conditions Document relating to the Conditions of Employment of Executive Headteacher. * Meet the standards set out in the guidance document National Standards of Excellence for Executive Headteachers 2015. * Achieve any performance criteria, objectives or targets agreed with or set by the School’s Governing Body in accordance with the requirements set out in the School Teachers’ Pay and Conditions Document. * Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met. |

|  |
| --- |
| Job Description |
| The ‘National Standards of Excellence for Headteachers’ expressed through four ‘Domains’ can be tailored by the Governing Body to identify the specific characteristics that are vital for the post, to ensure the school is led effectively. By undertaking this process, a job description that is appropriate to the context and the needs of the school will be drawn up.  The job description should be subject to annual review as part of the performance management cycle. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain One** | **Domain Two** | | **Domain Three** | | **Domain Four** |
| **Qualities and knowledge**  *Headteachers:*  1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. | | **Pupils and staff**  *Headteachers:*  1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes. | **Systems and process**  *Headteachers:*  1. Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. | **The self-improving school system**  *Headteachers:*  1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. | |
| 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. | | 2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being. | 2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. | 2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. | |
| 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. | | 3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis. | 3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. | 3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. | |
| 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. | | 4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. | 4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Executive Headteacher to account for pupil, staff and financial performance. | 4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. | |
| 5. Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context. | | 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. | 5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability. | 5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. | |
| 6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel. | | 6. Hold all staff to account for their professional conduct and practice. | 6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. | 6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education. | |

**PERSON SPECIFICATION**

|  |  |
| --- | --- |
| **Essential** | **Desirable** |
| **Qualifications and Training** | |
| Qualified teacher status or recognised equivalent | Recent leadership training NQSL, Aspiring Heads, NPQH. |
| Experience of leadership within school. | Accredited training in specific areas of special education, eg autism, MLD, SLD |
| **Experience – show evidence of** | |
| At least 5 years successful proven track record of excellent creative and structured teaching within the special needs environment or mainstream secondary or primary phase. | Experience of teaching in more than one key stage. |
| Recent experience of working successfully as a senior leader in a school. | Knowledge and understanding of systems, leadership and research-based practice. |
| Evidence of major whole school responsibilities and experience of turning policy in to effective and successful practice. | Experience of working with and developing links with the community. |
| Leadership of a significant area or phase or inclusion including responsibility for raising standards across the whole school . | Experience of working with and involving school Governors and other stakeholders. |
| **Professional Knowledge** | |
| A clear understanding of the essential qualities necessary for effective evidence based teaching and learning |  |
| Understanding of effective behaviour and teaching strategies. | Understanding of the implementation of Trauma Informed Practice, TEACCH and augmentative communication strategies. |
| Up to date knowledge of statutory regulations and guidance relating to the post including understanding of OFSTED requirements, SEND Code of Practice 2014 and latest developments in special education. |  |
| A commitment to getting the best outcomes for all pupils |  |
| **Professional skills – Demonstrate experience of** | |
| Analysis of data, to evaluate the performance of student groups, student progress and plan an appropriate course of action for whole school improvement. | OFSTED inspection and following action planning. |
| Curriculum leadership action planning and resource management. |  |
| Lead on the implementation of whole school improvements. |  |
| Have experience of leading on a Performance Management process for all identified support and teaching staff. |  |
| Leading on the review of whole school systems to ensure robust evaluation of school performance and actions to secure improvements. |  |
| Leading and manage a school team/s to successfully achieve agreed goals. |  |
| Being an effective, trusted, team player that works collaboratively and effectively with others. |  |
| Developing and delivering effective and inspirational professional development for staff (including mentoring and coaching as appropriate) | Knowledge and understanding of CPD Standards. |
| Communicating effectively to a wide range of different audiences (verbal, written, using ICT as appropriate). |  |
| Demonstrating high quality teaching strategies to meet the wide range of ages and abilities of our pupils. |  |
| Support, motivate and inspire both colleagues and pupils by leading through example. |  |
| Contributing effectively to the work of the Executive Headteacher and senior leadership team. |  |
| Deal successfully with situations that may include tackling difficult situations and conflict resolution. |  |
| Working successfully with a range of external agencies. |  |
| Think creatively and imaginatively to solve problems and identify opportunities. |  |
| Facilitate a collaborative approach to decision making. |  |
| **Personal qualities:** | |
| Be professionally, appropriate and have a sense of humour. |  |
| Dedicated to promoting the school’s vision and ethos |  |
| A commitment to getting the best outcomes for all pupils |  |
| Relating positively to and showing respect for all members of the school and wider community. |  |
| Works reflectively to improve own practice. |  |
| Ability to work under pressure and prioritise effectively |  |
| Commitment to maintaining confidentiality at all times |  |