

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Headteacher
CONTRACTED HOURS	Full time / year-round
LOCATION	Sir Peter Hall School, Bury St Edmunds
GRADE / SCALE POINT – SALARY	Leadership range L25 – L31
PENSION	Teachers' pensions scheme
REPORTING TO	Director of SEND

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

INTEGRITY

INCLUSION

KINDNESS

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

JOB PURPOSE

To deliver and sustain educational excellence in teaching and learning throughout the school and more widely as part of the Trust's Headteacher Team, ensuring Sir Peter Hall School leads the way in securing our ambitious targets.

KEY TASKS AND RESPONSIBILITIES

STRATEGIC DEVELOPMENT

1. Challenge the reasons behind educational under-achievement for some children, inspire children to reach their full potential and bring partner organisations together to support them to do so;
2. Establish and develop the school as a centre of educational excellence and success, developing partnerships with pupils, parents, the local communities and other schools across the Trust and beyond;
3. Manage the organisational and educational change necessary to achieve and sustain success;
4. Continuously develop the physical environment and facilities of the school to provide a positive, welcoming and safe environment for learning;
5. Take overall management responsibility for all resources - administration (including finance administration), maintenance, catering and cleaning;
6. Report regularly as required to relevant committees of the governing body and undertake all responsibilities detailed in the governing bodies' schedules of delegation;
7. Actively participate as a member of the Trust's Senior Leadership Team to the development of the Trust as a whole.
8. Implement and monitor the operation of policies and procedures to successfully deliver the school's strategic development;
9. Implement and maintain the school's improvement plan and self-evaluation procedures;
10. Develop and implement a clear and progressive staffing strategy;
11. Instil a culture of common accountability in all staff for pupil performance and attainment;
12. Ensure all statutory requirements are met.

TEACHING AND LEARNING

1. Advocate and develop innovative ways of teaching and learning to meet the needs of pupils of all abilities through the continuing development of a broad, balanced and stimulating curriculum;
2. Provide a sound foundation for pupils' learning and monitor progress carefully;
3. Ensure a wide range of activities for pupils to give them confidence in their ability to take on new challenges, raise aspirations and increase self-belief;
4. Encourage and promote the creative use of ICT to support teaching and learning;
5. Recognise and celebrate the distinctive nature of the school by encouraging a wide range of extra-curricular trips and activities and ensuring that traditions are respected;
6. Provide a safe and healthy environment in which pupils' wellbeing and welfare can be nurtured;
7. Foster a lively and welcoming ambience in which high standards of behaviour encourage learning and social development;
8. Report each term on each school's educational performance to the governing body.

LEADING AND MANAGING STAFF

1. Take overall operational responsibility for the leadership, internal organisation, management and daily running of the school;

2. Liaise with the governors and oversee recruitment and selection of Teaching and Support staff to meet the short and longer term needs of the school and its pupils;
3. Maximise the contribution of all staff to improving the quality of education provided and standards achieved through development and effective implementation of staff policies, procedures and working practices;
4. Manage effectively the deployment, appraisal, performance and development of all staff;
5. Exercise the school's duty of care regarding staff welfare;
6. Promote, encourage and support initiative and team working, both within the school and more widely with other schools across the Trust.
7. Exercise an effective system of internal quality assurance in regards to all aspects of the schools operation
8. The schools headteacher will always be part of the safeguarding team. The headteacher must be capable and willing to act as the Designated safeguarding lead whenever necessary.

FINANCIAL MANAGEMENT

1. Work with the Trust's finance team to advise the Governing Body on the formulation of the annual budget in order to ensure that the school secures its objectives;
2. Plan, manage and monitor the curriculum within the agreed budget; setting appropriate priorities for expenditure, allocating funds and ensuring effective administration control.

SITE AND PREMISES MANAGEMENT

1. Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements;
2. Ensure that the allocation and use of accommodation/resources provides a positive learning environment that promotes the highest achievements during and after the transitional process.

COMMUNICATIONS AND PARTNERSHIPS

1. Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement;
2. Develop and sustain positive working partnerships with parents and carers;
3. Develop and encourage good relations between the school and the local community, and the school and the pre-school on-site;
4. Work effectively with all external agencies.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The Headteacher will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust.
2. Participate in training and other learning activities and performance development as required.

3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Executive Director of Education SEND or a member of the Trust Executive Leadership Team which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	First degree / training certificate Recent professional development relevant to a senior leadership role in an educational setting.	NPQH or working towards.
Knowledge and Experience	<p>Teaching experience with pupils who have experienced trauma, extreme social disadvantage or challenges with their mental health, in mainstream or in specialist provisions.</p> <p>Working in partnership with colleagues from other agencies to support children with additional needs.</p> <p>A track record of working in partnership with parents and families.</p> <p>A proven track record in achieving the highest standards of attainment and progress for all groups of pupils</p> <p>Proven leadership and management experience and expertise at senior management level:</p> <ul style="list-style-type: none"> • Curriculum development for children with SEMH • Policy Development • School improvement planning • Performance management • Evidence of experience in key characteristics of leadership in education, including: • Making considered decisions and taking responsibility for the outcomes. • Delegating and sharing leadership within a framework of quality assurance.. • Encouraging, supporting and motivating people, including pupils and staff. • Challenging, influencing and motivating others to attain high goals. • Record of successfully implementing initiatives to raise standards • Experience of analysing and using school performance data. • Current knowledge of teaching technologies, their use, implementation and impact. • Experience of successfully engaging hard to reach families including those providing care arrangements. 	<p>Teaching experience with pupils who have SEMH.</p> <p>Successful leadership of strategic initiatives.</p> <p>Project planning including site, staffing etc.</p> <p>Relevant experience in more than one school.</p> <p>Successful and varied teaching experience throughout the relevant phases / key stages.</p> <p>Relevant financial experience.</p> <p>The ability to work at the head of, and in the midst of, a staff team.</p> <p>Experience of delivering parent/carers support activities and/or community projects</p> <p>Knowledge of relevant and recent quality practices in special school context HR/risk assessment/health and safety/IT safety.</p> <p>Knowledge and understanding of the intersection of need of vulnerable children and what to do about it. E.g. how to support SEMH pupils with autism</p>

Skills and Aptitudes	<p>Awareness of T&L styles and assessment as pertinent to curriculum delivery for pupils aged 9-16 with a variety of SEMH from a variety of ethnic and socio-ethnic backgrounds.</p> <p>Commitment to an educational provision of the highest quality.</p> <p>Evidence of commitment to lifelong learning.</p> <p>Ability to communicate effectively with a wide range of people.</p> <p>Good interpersonal skills.</p> <p>Ability to work under pressure and to time and targets.</p> <p>Ability to prioritise and delegate appropriately, but also knows when to accept support from others including colleagues and governors and when to provide challenge to others.</p> <p>Ability to develop and maintain good working relationships.</p> <p>A commitment to maintaining the school's current identity within the overall ethos and values of the Trust.</p> <p>Evidence of commitment to model the school's core values.</p> <p>Experience in delivering strategies which encourage parents and carers to support their children's learning.</p> <p>Evidence of commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.</p> <p>Proven ability to think creatively and bring fresh ideas to a school that serves a wide and diverse population.</p>	<p>Counselling and mediation skills.</p>
Other qualities	<p>Proven ability to deliver strategies which encourage parents and carers to support their children's learning.</p> <p>Commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.</p>	

Designated Safeguarding Lead – job description (appended to the Headteacher’s job description)

The Designated Safeguarding Lead (DSL) should be an appropriate senior member of staff, from the school leadership team. The DSL should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder’s job description.

The DSL should have the appropriate status and authority within the school to carry out the duties of the post. The role of the DSL carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Any deputy DSLs should be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Availability

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and/or other such media is acceptable. It is a matter for individual schools and the DSL, to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The DSL is expected to refer cases:

- of suspected abuse to the local authority children’s social care as required and support staff who make referrals to local authority children’s social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

Work with others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult;

- as required, liaise with the “case manager” (as per Part four of Keeping Children Safe in Education) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, SENCOs (Special Educational Needs Coordinators) and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; and
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records **should** include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved; and
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE (Keeping Children Safe in Education).

Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child’s safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in

advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The DSL should:

- ensure each member of staff has access to, and understands, the trust's safeguarding policy and the school's child protection procedures, especially new and part-time staff;
- ensure the school's child protection procedures are reviewed annually (as a minimum) and work with the trust and the local governing body regarding this;
- ensure the child protection procedures are available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing information about welfare, safeguarding, and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

Training, knowledge and skills

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL (and any deputies) should also undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the DSL has in providing information and support to local authority children's social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, DSLs (and any deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE, and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme etc.