

RESPECT Job Description

Job Title: Headteacher
L18

Responsible to: Executive Headteacher

Responsible for: The school's performance, pupil experience and welfare

Job Purpose:

- To be the Headteacher of the designated school within the RESPECT collaboration of Schools and carry out all duties and functions associated with this post and consistent with the National Headteacher Standards. (Headteachers' standards 2020 - GOV.UK (www.gov.uk) and all relevant statutory requirements).
- Provide clear, professional and inspirational educational vision, leadership and direction for the School, ensuring great pupil experiences and outcomes are achieved sustainably, and annual performance targets are met.
- Have core responsibility for: teaching and learning, curriculum development, developing teaching staff and creating a culture of safety and happiness within the School.
- Secure and sustain the highest quality teaching and learning throughout the school by embracing best practice and educational research
- Work with other Respect schools to enable and support the sharing of good practice within the Collaboration, with a strong focus on the quality of teaching and learning
- Provide clear communication and reports for Respect governors and be responsible for creating a productive learning environment which reflects Respect's ethos and values

Duties and Responsibilities:

Strategic Direction and Development

- Provide inspiring, creative and purposeful leadership for colleagues and pupils
- Provide professional leadership to ensure the school delivers a high-quality education for all its pupils.
- Create and implement a strategic plan for the school, underpinned by sound financial planning, which identifies priorities and targets to ensure that pupils achieve high standards and make good progress; and by increasing teachers' effectiveness and securing school improvement;
- Ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the success of the school;
- Ensure that the management, finances, organisation and administration of the school support its vision and aims.
- Ensure that policies and practice embrace best practice and sound educational research.
- Monitor and evaluate data/information and the effects of the policies, priorities and targets of the school in practice, and take action if/where necessary.

- Create a culture of continuous professional development based upon best practice and educational research.

Quality of Education

- Create and maintain a suitable environment which promotes and secures high quality teaching, effective learning, high standards of achievement and positive behaviour and attitudes.
- Develop, organise and implement a suitable curriculum that meets the needs of pupils, and quality assure its effectiveness, in order to identify and act on areas for improvement.
- Ensure that effective, appropriate pastoral support is available to all pupils and effective strategies are in place to close/narrow gaps in progress/attainment of the most vulnerable learners.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils with a view to inform leadership decisions.
- Create and maintain an effective partnership with parents to support and improve pupils' achievements and personal development.
- Ensure the highest standards of literacy and numeracy for all pupils.
- Develop positive strategies to improve pupil and staff well-being to ensure that staff feel valued and consider The School as a desirable place to work
- Create and maintain a culture which is supportive of all individuals.
- Create and maintain a rich and varied extra-curricular provision in accordance with the school aim of preparing pupils for their next steps and providing a rich experience of life beyond school
- Create and maintain a high quality CPD programme based upon the best educational research that correlates to improvements in pupil experience and/or progress

Leading People

- Implement appropriate strategies to recruit and retain staff of the highest quality.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and responsibilities.
- Implement and sustain an effective performance management system.
- Motivate and facilitate all staff to carry out their respective roles to the highest standard, including through the provision of high quality CPD based on the assessment of needs and the school's priorities.
- Work with other senior colleagues to deploy and develop all staff effectively in order to improve the quality of education and pupil experience.
- Manage and organise physical resources efficiently and effectively to ensure that it meets the needs of the curriculum and of health and safety regulations.
- Manage, monitor and evaluate the range, quality and use of all available resources in order to improve the quality of education, pupil/staff experience and pupil achievements, and to secure efficiency and best value.
- Seek and embrace every opportunity to engage with the local community and act as a passionate and positive advocate for the school
- Adopt and sustain an outward facing approach, embracing opportunities to engage with and collaborate with other educational providers across the system.

Safeguarding

Respect Schools are committed to safeguarding and promoting the welfare of children and young people. It expects the same commitment from all staff and volunteers. We are fully aware of our duty to prevent radicalisation and extreme behaviour, and all staff and volunteers must share this duty.

- Ensure that policies and procedures adopted by the Governing Body are fully implemented and followed by all staff
- To act as Deputy DSL (or DSL if circumstances dictate)
- Allocate the necessary resources and time to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- Create and maintain an environment in which all staff and volunteers feel able to raise concerns about poor or unsafe practice in relation to children and ensure that all concerns raised are addressed quickly and sensitively; and
- Ensure that relevant safeguarding and Prevent training is undertaken by all staff and volunteers and that relevant records are maintained.
- Ensure robust and informed practices are in place to ensure incidents of any 'positive handling'/Restrictive Physical Interventions are proportionate, reasonable and ensure appropriate record keeping systems and processes are in place
- Ensure clear, robust and reliable systems are in place to maintain clear, educationally focused rationale for any and all pupils who are not in receipt of a 'full time' offer
- Ensure clear, robust and reliable systems and practices are in place to monitor pupil attendance and conduct and implement appropriate interventions to address concerns

Accountability

- Provide information, data and objective advice to the Governing Body/Collaboration Leaders to facilitate the securing of effective teaching and learning, improved standards of achievement, and operational/financial efficiency/best value.
- Create and develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in a format appropriate to a range of audiences, including the Governors, local community, OFSTED and others.
- Work in partnership with parents and pupils so that they are well informed about the curriculum, attainment and progress, and about the contribution that they can make to help achieve the school's targets for improvement.

To undertake any other task reasonably requested commensurate with this post and to undertake training as required.

Issued by:

Received by:

Executive Headteacher:

Post Holder:

Date:

Date:

PERSON SPECIFICATION

Job Title: Headteacher

A I T shows how the job criteria will be assessed – A = Application, I = Interview, T = Test

PROFESSIONAL QUALITIES, KNOWLEDGE AND EXPERIENCE:			
Essential Criteria:	AIT	Desirable Criteria:	AIT
<ul style="list-style-type: none"> • Substantial leadership experience at a senior level to sustain high levels of improvement • Understanding of the strategic role of governors and wider collaboration/'trust' leaders and working collaboratively with stakeholders to achieve success • positive track record successfully working with pupils with SEMH in mainstream or special school setting • developing and implementing innovative approaches to behaviour management and inclusion support strategies • Able to plan strategically and operationally, allocating resources effectively and evaluating impact • Knowledge and understanding of the role of multi-agency support to remove barriers to learning • a thorough working knowledge of a range of strategies to develop the behavioural, emotional and social skills of children and young people including restorative practice • Knowledge and understanding of statutory requirements and experience of Child Protection, Safer Recruitment, Safeguarding procedures, Health and Safety requirements and Prevent • Knowledge and experience of what constitutes quality in 	<p style="text-align: center;">AI</p> <p style="text-align: center;">AI</p> <p style="text-align: center;">AI</p> <p style="text-align: center;">AIT</p> <p style="text-align: center;">AIT</p> <p style="text-align: center;">AIT</p> <p style="text-align: center;">AIT</p> <p style="text-align: center;">AIT</p> <p style="text-align: center;">AIT</p>	<ul style="list-style-type: none"> • Positive track record of managing school finances and resource planning • A sound working knowledge of a range of strategies to develop the behavioural, emotional and social skills of children and young people including restorative practice 	<p style="text-align: center;">AIT</p> <p style="text-align: center;">AIT</p>

educational provision and outcomes, particularly with regards to SEND, the characteristics of effective schools and alternative provision			
QUALIFICATIONS:			
Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> • Good honours degree and Qualified Teacher Status • Professional/leadership qualification relevant to the role and/or relevant higher degree and/NPQH or similar qualification 	A A	<ul style="list-style-type: none"> • Additional qualification in SEND • Evidence of continuous professional development either at Headteacher level or in preparation for a Headteacher role 	A A
PUPILS AND STAFF			
Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> • Outstanding classroom practitioner with an excellent understanding of how young people learn, barriers to learning, and the core features of successful classroom practice • Show an empathetic understanding of pupils whose behaviour can become dysregulated and recognise the importance of building positive relationships with them • Provide innovative inspirational leadership which challenges, motivates and empowers young people, staff, and parents and deliver the best possible outcome • A commitment to coaching staff and growing and developing people with a track record of delivering on this, recognising the importance of work life balance and CPD for staff • A commitment to maintaining visibility around school whilst 	AIT AIT AI AIT AI		

<p>Local Authority and other stakeholders across both the school and the wider community</p> <ul style="list-style-type: none"> • A good communicator who can deal sensitively with people, resolve conflicts and maintain a sense of humour 	<p>AIT</p>		
---	------------	--	--