

JOB DESCRIPTION



HEAD TEACHER Chaffinch Brook School

Introductory Statement: The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in the document. The Headteacher's performance will be guided by the Standards for Headteachers, as set out by the DFE.

Salary: Leadership Scale - L14 – L20
(This role is full time and not suitable for a job share).

Accountable to: CEO, DCEO, CFO - The Beckmead Trust

Accountable for Line Management of:

Senior Team
Teaching Staff
Teaching Support Staff
Administrative and Support Staff

Liaising with: The Beckmead Trust
Leadership Group members, relevant associate staff,
external partners, LA staff, Parents and Governors.

“Nurture – Sustain – Grow”

Our emphasis on self-improvement and the continuing desire to do what we do well, is integral to the successful delivery of high quality teaching and learning that serves to meet the complex needs of all our students.

The Leadership Group is of critical importance in guiding our improvement process, through the sensitive and open involvement of students, staff, parents and governors. Each member of the team has individual and specific responsibilities. Each of us is fully aware that our shared responsibility is the strength which underpins the successful promotion of Governing Body principles and the academy's aims and objectives. We recognise the need for corporate collaboration and motivation in managing change and evaluating its introduction in order to raise standards.

Our academies, and the needs of the students on our roll, demand flexible, strategic and operational leadership; leaders who will be expected to exercise individual initiative within a team framework, have a broad perspective of our academies and have attention to detail at all levels.

Our Headteachers must retain the confidence of staff, students, parents and governors in order to reach the shared aim of preparing our children and young people for an active and productive adult life.

Job Purpose (including main duties and responsibilities)

To provide strategic and operational leadership and management that enables the academy to give every pupil an outstanding education.

The post holder will promote the highest possible standards of achievement and well-being to secure the long-term success of Chaffinch Brook.

To deliver the vision, values and curriculum to ensure that Chaffinch Brook overcomes students' barriers to learning, equipping them with the skills for their futures.

To develop partnerships with local academies and the wider community and meet the requirements of the Local Authority, Department of Education, Ofsted and examining bodies.

To instil a creative and innovative style of leadership that inspires the pursuit of excellent educational standards and high aspirations for all students.

To demonstrate a dynamic and professional leadership style, which motivates staff, sets high expectations, enhances achievement, and encourages rigorous and on-going self-evaluation.

To create a culture that challenges prejudice, values diversity and promotes equality.

The post holder will be required to carry out their duties in line with professional standards and codes of conduct.

Leadership, Strategic Direction and Development

Work with the Governing Body/ Board of Trustees to create the strategic vision, ethos and curriculum plan for the academy.

Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Governing Body and Board of Trustees in a school for children with autism.

Provide dynamic, consistent and motivational leadership to the staff, children, families and wider community served by Chaffinch Brook.

Translate the academy's vision and aims into operational objectives and plans, motivating and empowering others to carry the vision forward.

Deliver a curriculum model that will address the barriers to learning of students with a diagnosis of autism attending Chaffinch Brook.

Implement robust and sustainable strategies to drive through changes necessary to deliver high quality services, within the academy and for the broader community.

Ensure high quality, multi-agency services are available to support the educational, social and behavioural needs of students attending Chaffinch Brook.

Gain and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans.

Ensure that the provision reflects the highest professional standards and receives positive OFSTED reports.

Ensure that statutory requirements, the decisions of the Governing Body/ Board of Trustees and the needs of the students, their parents/carers, commissioners and the community are met.

Develop an academy that is constantly seeking ways to learn and improve its performance.

Ensure that the academy's values, ethos, policies and procedures are relevant, fair, inclusive and consistently implemented.

Be responsible for the management, development, and resourcing of policies.

Advise the Governing Body/Board of Trustees on the formation of the annual budget in order to ensure the academy achieves its objectives.

To be accountable for monitoring, evaluating and reviewing, health and safety, and risk assessment of the academy ensuring that the academy provides a safe working environment for both staff and students.

Deliver effective operational management for Chaffinch Brook financial and physical resources.

Supervise the efficient management of the academy budget.

Supervise effective use and development of academy premises and resources.

Act in accordance with legislation affecting the conduct of the academy , particularly that governing health and safety matters and employment rights.

Teaching and learning

Secure and sustain high quality teaching and effective learning across the academy.

Monitor, evaluate and review classroom practice and promote improvement strategies; aiming for outstanding standards of teaching and learning at all times.

Maintain high expectations amongst staff for the progress of all students.

Determine and implement an appropriate curriculum, which motivates students and is personalised to meet individual needs.

Develop a wide range of curriculum enrichment activities.

Lead on academy development initiatives.

Ensure a consistent and continuous academy-wide system of pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, evaluate and report individual pupil progress.

Develop strategies that will promote 'Pupil Voice' and involve students in a meaningful way.

Pupil welfare

Develop and give a high level of attention to effective relationships within the academy and between the academy and the local community.

Develop strategies which promote the highest standards of behaviour and attendance.

Provide nurturing and attentive pastoral care for all students.

Ensure that students' needs identified through their EHCP targets are addressed and met.

Ensure that the health and care needs of each student are assessed and consistently met.

Provide opportunities for students to understand and adopt healthy behaviours and lifestyles.

Provide opportunities for students to develop their spiritual, moral, social and cultural understanding.

Manage pastoral care and pupil welfare.

Partnerships

Maintain and create strong links and collaborative ways of working with all stakeholders including the wider community and other academies, to achieve common goals.

To work with other public and voluntary sector agencies, and local businesses in the local community to develop curriculum opportunities.

Work with partner agencies to protect and safeguard students.

Foster and maintain links with regional and national special academy

communities.

Managing people and developing strong working relationships

Advise the Governing Body/ Board of Trustees on the recruitment and selection of staff, in conjunction with the People and Communication Directorate.

Ensure all teaching and support staff are fully informed of strategic and operational objectives.

Provide inspirational leadership and guidance for staff.

Establish staff roles and responsibilities, initiating and maintaining suitable staff performance management procedures and ensuring systematic and equitable professional development arrangements.

Implement the academy's Performance Management Policy and processes that will set operational and/or performance goals for all members of staff and which are clearly linked to the long-term objectives as set out in the strategic and annual improvement and development plans.

Ensure the development and implementation of effective HR policies and procedures for staff induction, professional development and performance review in line with academy policy.

Encourage and manage the on-going professional development of staff ensuring that the Continuous Professional Development (CPD) strategy is aligned with the strategic goals of The Beckmead Trust.

Create and develop an organisation in which staff recognise that they are accountable for the success of the academy.

Participate in CPD in pursuit of academy improvement and disseminate learning to appropriate academy staff.

Safeguarding Students

Have due regard for safeguarding and promoting the welfare of students ensuring that the child protection procedures are adopted and adhered to by the academy.

Ensure that the highest priority is given to following the guidance and regulations to safeguard children and students.

To ensure the safety and welfare of children, students and vulnerable adults at all times.

Report to the appropriate authorities any concerns relating to child protection or protection of vulnerable adults.

Undergo an Enhanced Disclosure and DBS checks and obtain any other statutorily required clearance.

Ensure all stakeholders have undergone the statutorily required clearance.

Accountability

Work closely with the Governing Body/ Board of Trustees.

Provide information, objective advice and support to the Governing Body/ Trustees to enable it to meet its responsibilities for securing effective teaching and learning; high achievement and value for money.

Present a coherent and accurate account of the academy's performance in a form appropriate to a range of audiences, e.g. governors and parents.

Ensure that parents and students are well informed about curriculum attainment and progress and are able to understand targets for improvement.

Work with the Governing Body/Board of Trustees to regularly review performance and development, set personal targets and take responsibility for own development.

Carry out such other duties as required by the Governing Body/ Board of Trustees and are commensurate within the role

Person Specification

This person specification should be read in conjunction with the latest academy Teachers' Pay and Conditions Document. The Governing Body, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title, may modify it.

Method of Candidate Assessment: A = Application Form
I = Interview
R=Reference

Essential	Desirable	A/I/R
Qualifications		
Qualified Teacher status	NPQH. An additional special qualification in SEND	A/I
Evidence of relevant professional development at senior leadership level.		A
Evidence of recent relevant professional development and training, including safeguarding and financial management		A
Commitment to further develop own professional knowledge and skills.		A/I
Experience		
Substantial experience of successful leadership at Deputy Head level or above in a SEND environment.		A/I
Experience of collaborative working with vulnerable families and multi-agency teams to support students and their families.		A/I
Experience of managing change.		A/I/R
Understanding of financial planning, budgetary		A/I

management and principles of best value.		
Proven record of innovative curriculum design that reflects the needs of the students.	Experience managing an extended ACADEMY curriculum	A/I/R
Experience of managing and leading a wide range of staff.		A/I
Experience as a lead for Appraisal.		A/I
Experience of planning, and evaluating a academy Development Plan.		A/I

Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision.		A/I
Experience of working successfully with governors, parents, Local Authority and other partners.	Successful experience of working with a diverse community.	A/I
Evidence of implementing effective whole academy safeguarding policies and practices.	Experience of being the Designated Lead for Safeguarding or the Deputy Designated Lead for Safeguarding. Has undertaken the role of Designated Teacher for Looked After and Post Order Children.	A/I
Knowledge and experience of the common inspection framework in a leadership and management role. (Ofsted)		A/I
Abilities and Skills		
To develop and communicate a clear vision so that others are inspired to embrace it.		A/I/R
Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and students.		A/I/R
Able to prioritise and organise the demands of being a Head Teacher and being able to delegate effectively.		A/I
Experience of leading and managing a wide range of staff.		A/I
Demonstrate excellent interpersonal skills, both written and oral.		A/I/R
Knowledge and Understanding		
Knowledge and understanding of students with autism.	Experience of delivering a range of autism specific interventions.	A/I
Knowledge and understanding of students with a wide range of moderate and complex educational needs.	Experience of managing transitions to the next setting.	

Clear understanding of the role of self- evaluation in the continuous improvement of the academy.		A/I
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Knowledge and understanding of local and national trends and requirements in special education.		A/I
Secure knowledge and understanding of safeguarding procedures.	An understanding of the role of extended ACADEMY activities and the role they play in the community.	A/I
Knowledge and understanding of legal issues, including equal opportunities.		A/I
Personal Qualities		
Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style.		A/I/R
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all students.		A/I
Ability to make difficult decisions based on putting the students first.		A/I
Ability to manage change and work under pressure		A/I
Willingness to ask for advice and support where necessary.		A/I