

Cleaswell Hill School Headteacher Job Description

Post Title: Headteacher	Cleaswell Hill School	Office Use
Group Size: 7 Individual Range L26 – L32	Workplace: Cleaswell Hill School	
Responsible to: Governing Body	Date: September 2026	Manager Level: Senior
Job Purpose: To provide inspirational, values led strategic leadership that secures the continued success and improvement of Cleaswell Hill School. To ensure that every Cleaswell Hill School pupil receives a high quality, ambitious and inclusive education. To ensure that Cleaswell Hill School continues to evolve effectively in response to the increasingly diverse and complex needs of its all age specialist SEND cohort. To work closely with governors, staff, pupils, parents, carers and external partners to sustain a culture of high expectations, relational practice, professional learning and continuous improvement across the Cleaswell Hill School sites.		
Duties and key result areas: - Fulfil the professional responsibilities of a Headteacher, as set out in the current School Teachers' Pay and Conditions Document (STPCD), Teachers' Standards and Headteachers' Standards published by the DfE, relevant legislation, statutory guidance and policies ratified by the governing body		
Strategic Leadership, Direction, Development and Culture of the School - Establish, sustain, communicate and secure commitment to the school's ethos, vision and strategic direction in partnership with key stakeholders - Develop, articulate and deliver the overall aims and objectives of the school. Monitor progress towards achievement of the school's aims and objectives - Establish, maintain and review systems, procedures and policies to enable the school to operate efficiently, safely and effectively - Lead the development, implementation, monitoring and evaluation of a school development plan - Lead initiatives, co-ordinate, develop and implement appropriate evidence-informed, financially sustainable strategies and development programmes for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context, which lead to sustained, secure school improvement over time - Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement - Ensure that the school promotes and achieves the highest standards of teaching, learning and pupil outcomes - Ensure rigorous approaches for the identification, monitoring and mitigation of risk - Provide sound strategic financial leadership, working with governors and key stakeholders to ensure that resources are prioritised and allocated appropriately, effectively and efficiently towards agreed priorities to deliver best value for pupils and probity in the use of public funds - Establish, promote and maintain a culture and ethos underpinned by high expectations, ambition, collaboration, equality, inclusion and mutual respect where pupils experience a positive and enriching school life - Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life - Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment - Forge positive, respectful and constructive relationships beyond the school and foster opportunities to work in partnership with parents, carers, community figures, businesses and other organisations to enhance and enrich pupils' achievements and personal development. Provide		

- opportunities for staff members to share expertise, reflect on practice, celebrate success and take responsibility for outcomes
- Ensure that the management, financial resources, organisation and administration of the specialist SEND school sites support the overall vision and aims of the school
 - Make certain that robust succession planning and distributed leadership enables the school to remain resilient and effective
 - Arrange for a Deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher's functions at any time when absent from the school
 - Establish and sustain a school culture and practices that enable all pupils to access the curriculum and learn effectively, with ambitious expectations for all pupils
 - Ensure that safeguarding and protection of children is a core priority and the school maintains a culture of vigilance, professional curiosity, timely recording, reporting and effective multi agency working
 - Ensure the protection, welfare and safety of pupils, staff and the school community through effective approaches to safeguarding and health and safety, as part of the duty of care
 - Ensure that the school sites are safe, well managed and fit for purpose, including proactive, strategic planning for specialist SEND provision and the evolving requirements of the all age pupil cohort
 - Oversee robust systems and effective arrangements for finance, HR, data protection, health and safety, estates, risk management, admissions, transport and information management
 - Ensure the recruitment, appointment, induction, development and retention of high quality teaching and non-teaching staff in partnership with the Governing Body, to provide the expertise, staffing structure and capacity required to achieve the school's vision and goals
 - Foster a culture in which staff are well led, deployed, managed and developed, with clear accountability, manageable systems and a strong focus on reducing unnecessary workload. Allocate particular duties, including such duties of the Headteacher as may be properly delegated, in a manner consistent with conditions of employment, to improve the quality of education
 - Implement and sustain effective systems for the management of staff performance, professional supervision and continuing professional development, including support for early career teachers, aspiring leaders and specialist staff
 - Motivate and enable all staff members to carry out their respective roles to the highest standard
 - Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, pupils' achievements, efficiency and value for money
 - Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support
 - Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils
 - Promote equality, diversity and a culture of genuine inclusion and ensure that all members of the school community are treated fairly and with dignity and respect, regardless of protected characteristics
 - Manage own workload and support the workload of staff members to facilitate an appropriate work/life balance
 - Ensure effective arrangements for staff wellbeing, health and safety, conflict resolution, absence management and professional conduct
 - Ensure timely, respectful and professional communication with parents and carers in all correspondence, recognising them as essential partners in pupils' education and wellbeing
 - Maintain positive perceptions of the school through marketing, communication and events

- Champion integrated therapeutic and pastoral approaches that ensure therapy, emotional wellbeing and family support are embedded in the life of the school
- Champion the school's role as a civic leader for SEND beyond the school through outreach, training and collaboration, including the work of Fusion Learning Hub and wider local, regional, national and international professional networks
- Provide visible, accessible and approachable leadership across all Cleaswell Hill School sites
- Ensure that pupils voice, dignity, rights and safety remain central to all strategic and operational decision making.

Ethics and Professional Conduct

- Uphold public trust in school leadership and maintain consistently high standards of ethics, behaviour, principled and professional conduct
- Demonstrate and promote the Seven Principles of Public Life/Nolan Principles
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their professional position
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- Uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit the position, pupils' vulnerability or might lead pupils to break the law
- Serve in the best interests of the school's pupils
- Conduct themselves in a manner compatible with the influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- Uphold their obligation to give account and accept responsibilities
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- Take responsibility for their own continued professional development, engaging critically with educational research
- Make a positive contribution to the wider education system
- Act as a positive role model in all aspects of leadership, management, teaching and learning
- Use professional skills and judgement in decision making and ensure that professional duties are fulfilled, as specified in the School Teachers' Pay and Conditions Document.

Teaching and Learning

- Establish, promote and sustain high-quality, expert teaching, learning and assessment, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by subject expertise, best practice and approaches which respect the distinct nature of subject disciplines or specialist domains
- Establish innovative, creative, responsive, inclusive and effective approaches to teaching and learning
- Lead by example as an expert educational practitioner, modelling high expectations, effective pedagogy, professional curiosity, integrity and relational practice
- Ensure effective use of assessment and benchmarking data to monitor and promote pupils' progress, address and challenge variation and inform strategic decisions
- Ensure that the school's curriculum is broad, balanced, coherent, ambitious, appropriately adapted and responsive to pupils' starting points,

strengths, needs and aspirations,

- Promote personalised learning, including progress towards EHCP outcomes and PLIM targets, accredited outcomes and wider personal development as a core priority in curriculum planning and delivery
- Promote learning experiences for pupils which are linked into and integrated with the wider community and take account of pupils' academic, spiritual, moral, social, emotional and cultural well-being
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise
- Promote and evaluate strategies for raising the achievement of all pupils
- Ensure that all pupils receive appropriate, evidence-informed provision to develop communication, literacy and reading skills, including systematic synthetic phonics where appropriate
- Ensure valid, reliable and proportionate approaches are used to assess pupils' knowledge and understanding of the curriculum
- Determine, organise, implement and monitor the curriculum and its assessment in order to identify and act upon areas of improvement to secure meaningful progress from pupils' starting points
- Lead rigorous quality assurance which triangulates first-hand evidence, pupil work, assessment information, curriculum conversations and stakeholder views to identify strengths and priorities
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils in order to set and meet challenging, realistic targets for improvement
- Lead by example as an expert educational practitioner with integrity, visibility and calm authority, modelling high standards of communication, professionalism, safeguarding and relational practice. Consistently model good practice, effective pedagogy and high expectations
- Foster enrichment, cross and extra-curricular activities to extend learning and build cultural capital.

Behaviour and Attitudes

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with school policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen
- Sustain high expectations for attendance, engagement, behaviour and learning while working sensitively and effectively with families and partners where barriers to attendance are complex
- Ensure that behaviour support is relational, restorative, responsive, proactive and consistent, based on a clear understanding of regulation, communication and pupil need.

Professional Development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

- Remain up to date with international, national and local educational strategies and developments in education and disseminate relevant information as appropriate
- Share knowledge and experience with other schools and networks locally, nationally and internationally to promote innovative initiatives and contribute to the wider development of the education system
- Review own practice, set personal targets, participate in continuing professional development and engage in professional learning relevant to the post.

Governance and Accountability

- Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility
- Ensure that all staff members know and understand their professional responsibilities, are supported and are held to account
- Ensure the school effectively and efficiently operates within all relevant statutory, regulatory and policy frameworks
- Establish and sustain professional working relationships with those responsible for governance
- Ensure that all staff and governors are regularly informed of the school's vision, strategic objectives, core priorities, development and progress, including coherent, meaningful and accurate accounts of the school's performance
- Provide the governing body with clear, accurate and timely information, advice and support to enable it to meet its statutory responsibilities and hold leaders to account
- Implement clear, consistent and effective performance management processes, challenge underperformance at all levels and facilitate improvement.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and the successful applicant will be required to apply for an Enhanced Disclosure and Barring Service (DBS) certificate, along with other relevant pre-employment checks. As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you are included on the children's barred list held by the DBS.

The post holder must follow the school's safeguarding policies and procedures and report any concerns regarding the safety or well-being of a child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. The post holder is expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post.

This post is a leadership group post under the School Teachers' Pay and Conditions Document and will be remunerated on the Leadership Pay Range, commensurate with responsibilities.

Work Arrangements

Transport requirements: Required to use own transport to travel to locations within the County for purposes associated with this role.
Working patterns: Flexible working patterns in line with the School Teachers' Pay and Conditions Document and the requirements of leading an all-age specialist SEND school across multiple sites.

Cleaswell Hill School Headteacher Job Description

Person Specification

Post Title:	Headteacher	Cleaswell Hill School	Ref:
Essential	Desirable		Assess by:
Education and Qualifications			
- Qualified Teacher Status - Degree or equivalent qualification - Evidence of substantial and sustained professional learning and development relevant to school leadership		- National Professional Qualification for Headship or equivalent leadership qualification - Further study, training/qualifications, research or specialist professional development in SEND, therapeutic practice, leadership and management, curriculum development, behaviour, safeguarding or school improvement.	Application form References
Knowledge and Experience			
- Substantial and successful recent, relevant senior leadership experience in a special school or specialist provision at Headteacher or Deputy Headteacher level for at least three years. - Strong knowledge of statutory safeguarding, SEND, equality, health and safety and education legislation relevant to an all-age special school - Knowledge of the local and national SEND landscape - Knowledge of current key educational policy, legislation and issues/change - Knowledge and recent, relevant experience of leading effective whole school improvement, quality assurance, assessment, curriculum design and the use of performance information to evaluate impact, resulting in improved pupil outcomes - Knowledge and recent, relevant experience of whole school financial planning, budget management, securing value for money, workforce planning, resource allocation and strategic estates management in a special school or specialist provision - Knowledge and recent, relevant experience of leading safeguarding, behaviour, attendance, wellbeing or inclusion in a complex school context - Recent, relevant experience of recruiting, managing and developing staff members and leadership teams - Experience of holding individuals and teams to account whilst providing support and challenge - Proven ability to fulfil the professional responsibilities of a		- Experience of leading an all-age or broad age range special school or specialist provision - Experience of leading a special school or specialist provision for pupils with a wide range of complex learning difficulties and disabilities -Experience of leading a school through an Ofsted inspection or external review -Experience of capital development, strategic estates planning or delivering significant premises adaptations - Experience of facilitating outward-facing SEND leadership, outreach, training, partnership development or wider system leadership - Experience of senior leadership across more than one school - Experience of leading an integrated education, therapy and/or multi-agency model - Experience as a Designated Safeguarding Lead -Experience of contributing to professional networks, publications, research or sector-wide development.	Application form References Interview

Headteacher, as set out in the current School Teachers' Pay and Conditions Document (STPCD) and Headteachers' Standards published by the DfE and relevant statutory guidance - Demonstrable track record of innovation and leading change at a whole school level with a measurable impact on school improvement - Knowledge and recent, relevant experience of whole school evaluation and development planning - Substantial, relevant classroom teaching experience within a special school or specialist setting - Recent, relevant experience of developing inclusive approaches that enable all pupils to achieve - Experience of designing, implementing and evaluating quality assurance programmes - A detailed understanding of curriculum design, quality assurance, accountability, assessment and teaching and learning strategies appropriate for pupils with diverse needs - Experience of developing strong relationships with and effectively working with key stakeholders including parents, carers, governors and external agencies - A strong understanding of evidence informed practice - Proven commitment to safeguarding and promoting the welfare of children and young people - Recent, relevant experience of promoting positive behaviour through relational and restorative approaches - Experience of working effectively with health, social care, therapy and other specialist professionals to develop coordinated provision and positive outcomes for pupils - Recent, relevant experience of presenting reports, data and strategic information to stakeholders - A strong understanding of attendance, wellbeing and pupil support systems - Knowledge and recent, relevant experience of risk management, data protection, health and safety and organisational compliance responsibilities within educational settings.		
Personal Qualities and Competencies		
- A compelling, authentic, values-led leader that can foster clarity, confidence and collective commitment around a shared vision		Application form

Cleaswell Hill School Headteacher Job Description

- Ability to lead school improvement with intellectual rigour, sound judgement, creativity and a clear focus on impact for pupils - Excellent communication skills, with the ability to listen carefully and communicate clearly with pupils, parents, carers, staff, governors and external agencies - Strong interpersonal skills, emotional intelligence, resilience and the ability to make difficult decisions calmly and fairly - Ability to prioritise resources effectively including time, manage competing demands and sustain high standards in a demanding and complex operational environment - An unwavering commitment to equality, diversity, inclusion, safeguarding, staff wellbeing and the rights, dignity and ambitions of children and young people with SEND - The ability to think and act strategically and lead at whole school level - A clear vision for raising standards and improving outcomes - A highly developed ability to analyse, interpret and use information to drive school improvement - Commitment to the Nolan Principles of Public Life - High expectations and ambitions for every pupil, regardless of starting point, need or circumstance - An ability to complete tasks to a high standard with attention to detail - Readiness to identify and respond to new challenges with excellent judgement and perseverance - Ability to use digital systems and technology effectively to support strategic leadership, communication, safeguarding, organisational management and school improvement - Excellent problem solving skills and use of initiative - Ability to model high quality teaching and learning across the curriculum and support others to improve practice - Strong commitment to the values and ethos of the school - A positive, professional role model with high expectations for self and others - Dedication to school improvement, with energy, drive and a sense of purpose - A demonstrable commitment to pupil voice, rights, dignity, participation and agency, with experience of ensuring that pupils' views inform school development and decision-making		References Interview
---	--	---------------------------------

Cleanswell Hill School Headteacher Job Description

- An effective self-manager and independent worker, that can prioritise and adapt as required, with the capacity to work well under pressure - Decisive, fair, consistent and solution focused - Reliable, honest and trustworthy, demonstrating the highest professional standards - Reflective and self-evaluative, both individually and within the context of a team - Flexible and responsive to the evolving needs of the school - Able to maintain focus, perspective and a professional demeanour, especially in difficult situations - A passion for supporting all children and young people to develop, learn and achieve.		
Physical, Mental and Emotional Demands		
- Ability to work under pressure and with competing priorities - Ability to complete prolonged periods of concentrated mental attention - Emotional resilience		Application form References Interview
Other		
- A satisfactory Enhanced Disclosure and Barring Service (DBS) check and all relevant safer recruitment and pre-employment checks - Full driving licence and car available to meet the travel requirements essential to the post.		Declaration/DBS Application form References Interview