

Job description	
Job title	Headteacher
Grade	Leadership L23-L29 (£76,122 to £88,170)
Directorate	Children's Services
Section/team	Meadow Park School
Accountable to	Chair of Governors
Responsible for	All Staff
Date reviewed	November 2022

Purpose of the job

To ensure that children and young people at Meadow Park School have access to high quality, age-appropriate education. The Headteacher's core purpose is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

Duties and responsibilities

This is not a comprehensive list of all the tasks, which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken.

All duties will be carried out in line with the duties contained in the School Teachers' Pay and Conditions Document.

Principal Accountabilities

The Headteacher will:

- provide vision, leadership and direction;
- secure and sustain outstanding teaching and learning;
- promote excellence, equality and high expectation for all children and young people;
- evaluate performance and identify priorities for continuous improvement;
- be accountable for deploying resources to achieve the school's aims;
- carry out day-to-day management, organisation and administration;
- secure the commitment of the wider community;

- create a safe and productive learning environment which is engaging and fulfilling for all children and young people;
- work effectively with the Governing Body;
- lead staff as a unified team;
- work to reintegrate the children and young people into their home schools through effective communication and support.

Shaping the Future (Strategic Leadership)

The Headteacher will work with the Governing Body and others to create a shared vision and strategic plan for the school that inspires and motivates the pupils, staff and all other members of the school's community, and develops an ethos consistent with the school's core aims and values. To succeed in this, the Headteacher will:

- develop a clear vision and ethos for the school;
- develop policies and strategies for implementing the vision and ethos, based on accurate school evaluation;
- develop effective improvement planning;
- encourage others within the school community to share in developing and delivering the vision for the school and ensuring consistency across the sites;
- advise the Governing Body on developments in educational thinking and national and local initiatives that might benefit the school.

Leading Teaching and Learning

The Headteacher will be responsible for raising the quality of teaching and learning, and for ensuring children and young people achievement within the school by:

- demonstrating a determination to raise standards for all children and young people and an ability to enthuse the whole school in this regard;
- demonstrating personal enthusiasm for, and commitment to, the learning process;
- determining, organising and implementing an appropriate curriculum for the school;
- ensuring the curriculum and provision are appropriate for each individual child and young person and build on their previous learning;
- identifying the needs, experience, interests, aptitudes and stage of development of the children and young people through listening to and responding to them and those caring for them;
- utilising the resources available to the school in order to best meet the needs of the children and young people.

Developing Self and Working with Others

The Headteacher will develop effective relationships and communication to foster a professional learning community that enables everyone in the school to achieve. This will be achieved through:

- advising and assisting the Governing Body in carrying out their duties;
- reporting to the Governing Body on performance management and the professional development of all staff;
- developing, empowering and sustaining individuals and teams;
- collaborating and networking with others within and beyond the school;

- challenging, influencing and motivating others to fulfil their potential;
- giving and receiving effective feedback and acting to improve performance;
- acknowledging and accepting the need for support from others, including the Governing Body, the Local Authority and colleagues;
- ensuring there are appropriate continued professional development opportunities for all staff that feed into both personal development and school improvement;
- working closely with those who have responsibilities and/or care for the children and young people.

Leading and Managing the Organisation

The Headteacher will provide effective organisation and management of the school and seek ways to improve outcomes and performance based on rigorous self-evaluation. This includes ensuring a safe learning environment, which sets the safety of children, young people and the whole school community at the heart of its working practices. This will be achieved by:

- leading the school in raising standards and school improvement;
- establishing and sustaining appropriate structures and systems;
- preparing plans and policies for consideration by the Governing Body;
- ensuring robust performance management procedures are implemented;
- prioritising, planning and organising both self and others;
- ensuring the collection of a rich set of data to review and understand the strengths and weaknesses of the school;
- making professional decisions based on informed judgements;
- promoting a caring, safe and protective environment.

Securing Accountability

The Headteacher is legally accountable to the Local Authority and Governing Body for the school, its environment and all its work. The Headteacher must also fulfil wider accountabilities in relation to children and young people, parents, carers and other relevant groups. This will be achieved by:

- ensuring that the whole school community is engaged in systematic and rigorous self-evaluation of its work;
- providing relevant information to the Governing Body to enable it to carry out its statutory duties in providing challenge and support;
- combining the outcome of regular school self-review with external evaluations in order to develop the school's improvement planning;
- communicating with children, parents and carers on their progress and well-being; ensuring the school is well prepared and able to respond positively to external inspection and review e.g., by Ofsted and the Local Authority;
- giving opportunities for the children and young people to develop their voice within the school;
- ensuring that school safeguarding, finances, health and safety, personnel and other relevant activities all conform to the required legal standards;
- working in close partnership with the Local Authority to ensure the premises are safe and maintained to a high standard.

Strengthening the community through collaboration and partnership

The Headteacher will engage with the internal and external school community to secure equity and entitlement leading to progress in children and young people's learning and improved educational outcomes. This will be achieved by:

- recognising and championing opportunities for developing a rich and diverse community, which respects the rights, responsibilities and dignity of all;
- engaging in a dialogue which builds partnerships and community consensus on values, belief and shared responsibilities;
- listening to, reflecting and acting on community feedback;
- building and promoting effective relationships with parents, carers, partners and the community to enhance the education of all children and young people;
- actively collaborating with other schools and organisations to improve educational outcomes for all children and young people.

Other Duties

- Other duties related to the work of the School as appropriate to the post may be assigned in line with the School Teachers' Pay and Conditions Document.

Health and safety

- To ensure suitable and sufficient risk assessments are carried out considering employee's capabilities
- To inform management of any health and safety issues which could place individuals in danger

Data Protection and Information Security

- Implement and act in accordance with the Information Security Acceptable Use policy and Data Protection Policy,
- Protect the council's information assets from unauthorised access, disclosure, modification, destruction or interference,
- Report actual or potential security incidents.

Person specification			
Post title	Headteacher	Grade	Leadership L23-L29
Directorate	Children's Services	Section/team	Meadow Park School

This post is exempt from the provisions of the Rehabilitation of Offenders Act – applicants must disclose all criminal convictions including those which are ‘spent’, in addition to any cautions and bind over orders received in the last 12 months.

Please read the guidance notes before completing your application form. Please demonstrate, with examples, how you meet the criteria for the post, as set out below.

Criteria		* M.O.A	Essential or Desirable
Qualifications			
1	Qualified teacher status	A, C, I	Essential
2	Recognised leadership or management qualification	A, C, I	Essential
3	National Professional Qualification for Headship	A, C, I	Essential
Skills, knowledge and experience			
4	Substantial experience of leadership in a social, emotional and mental health special educational setting and Keeping Children Safe in Education	A, I	Desirable
5	Substantial experience of working in a pupil referral unit	A, I	Desirable
6	Substantial experience of developing a highly exciting and innovative curriculum which is personalised to the needs of the whole child	A, I	Essential
7	Highly successful classroom practitioner	A, I	Essential
8	Effective leader, able to advise and collaborate with others	A, I	Essential
9	Experience of evaluating the quality of teaching and learning		Essential
10	Evidence of setting and maintaining high expectations in all areas	A, I	Essential
11	Substantial experience of managing, developing, inspiring, challenging and motivating staff	A, I	Essential
12	Demonstrable success in raising standards and meeting challenging targets	A, I	Essential
13	Substantial experience of implementing significant organisational development and change	A, I	Essential

14	Substantial experience of financial planning to ensure effective use of budget and resources	A, I	Essential
15	Evidence of appropriate Continuing Professional Development	A, I	Essential
16	A sound knowledge of strategies to enhance teaching and learning opportunities for children attending schools within the immediate locality, regionally and further afield	A, I	Essential
17	Influential and confident in a range of different environments	A, I	Essential
18	Through understanding of all aspects of safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> • Motivation to work within multi-disciplinary environments • Ability to form and maintain appropriate relationships and personal boundaries with children, young people, parents/carers, other disciplines • Emotional resilience in working with challenging behaviours 	A, I	Essential
19	Communicate well orally and in writing at all levels	A, I	Essential
Strategic Leadership			
20	Ability to articulate and share a vision of primary and secondary education	A, I	Essential
21	Evidence of having successfully translated vision into reality at whole-school level	A, I	Essential
22	The confidence and ability to inspire and motivate staff, pupils, parents and members of the Governing Body to achieve the aims of the school	A, I	Essential
23	Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement	A, I	Essential
24	An ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these	A, I	Essential
25	Knowledge of what constitutes quality in education provision, the characteristics of effective schools and strategies for raising pupils' standards and the achievements of all pupils	A, I	Essential
26	Understanding of and commitment to promoting and safeguarding and welfare of pupils'	A, I	Essential
27	Understanding of effective budget planning and delivery	A, I	Essential
28	A thorough understanding of educational initiatives and relevant legislation	A, I	Essential
29	Ability to identify the need for change through critical self-evaluation methods and implement this successfully	A, I	Essential
Teaching and Learning			
30	A secure understanding of the requirements of the National Curriculum	A, I	Essential
31	Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils	A, I	Essential

32	A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	A, I	Essential
33	Experience of effective monitoring and evaluation of teaching and learning	A, I	Essential
34	Secure knowledge of statutory requirements relating to the curriculum and assessment	A, I	Essential
35	Theoretical and practical understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	A, I	Essential
Leading and Managing Staff			
36	Experience of working within and leading staff teams	A, I	Essential
37	Ability to apply safer recruitment practices and to develop a safe culture within the school	A, I	Essential
38	Ability to delegate work and support colleagues in undertaking responsibilities	A, I	Essential
39	Experience of performance management and supporting the continuing professional development of colleagues	A, I	Essential
40	Experience of working effectively with governors to enable them to fulfil whole school responsibilities	A, I	Essential
41	Effective communication skills in all its forms to engage a range of audiences e.g., staff, pupils, parents, governors, local authority and external agencies	A, I	Essential
42	Experience of whole school self-evaluation and improvement strategies	A, I	Essential
43	Ability to provide clear information and advice to staff and governors	A, I	Essential
44	Secure understanding of strategies for performance management	A, I	Essential
Skills, Qualities and Abilities			
45	High quality teaching skills	A, I	Essential
46	Empathy with children	A, I	Essential
47	High expectation of pupils' learning and attainment	A, I	Essential
48	A strong commitment to school improvement and raising achievement for all	A, I	Essential
49	Ability to be self-reflective on your own practice, particularly around your own self improvement	A, I	Essential
50	Ability to build and maintain good relationships	A, I	Essential
51	Ability to remain positive and enthusiastic when working under pressure	A, I	Essential
52	Ability to organise work, prioritise tasks, make decisions and manage time effectively	A, I	Essential
53	Excellent communication skills	A, I	Essential
54	Excellent interpersonal skills	A, I	Essential
55	Perseverance in the face of challenge	A, I	Essential
Health and safety			
56	Ability to ensure suitable and sufficient risk assessments are carried out considering employees	A, I	Essential

	capabilities		
Additional Requirements			
57	Regulated Activity Certificate of Disclosure from the Disclosure and Barring Service	A, C	Essential
58	Additional criminal record checks if applicant has lived outside the UK	A, C	Essential
Other			
59	Ability to understand and demonstrate a commitment to equality and diversity	A/I	Essential
60	Must be legally entitled to work in the UK	C	Essential
61	The Council operates a no smoking policy. Employees are not allowed to smoke in the workplace or to take smoking breaks during work time		Essential

***Method of assessment (*M.O.A)**

A = Application form **C** = Certificate **E** = Exercise **I** = Interview **P** = Presentation

Date	Approved by authorised manager	Designation
05/12/2022	Sue Dunphy	Chair of Governors

Where the post involves working with children, in addition to a candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- **Motivation to work with children and young people**
- **Ability to form and maintain appropriate relationships and personal boundaries with children and young people**
- **Emotional resilience in working with challenging behaviours**
- **Attitudes to use of authority and maintaining discipline**



We have a positive attitude to the employment of disabled people and guarantee an interview to those who meet **all** the necessary criteria of the person specification.