

JOB DESCRIPTION

Job Title	Headteacher
Phase	SEN, with Residential
Set Grade	Competitive
Contract Terms	STPCD
Responsible to	Trust Board & CEO

Main Purpose

To carry out the duties of the principal in accordance with the current conditions of employment for headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards Framework, the required standard for Qualified Teacher Status and any other current educational legislation as required in various Education Acts.

The role of Headteacher includes the leadership and management function in relation to the residential provision and the day school including full responsibility for children on site 4 nights a week and all that entails alongside a yearly Ofsted.

All aspects of the job description and person specification must be interpreted with this in mind.

Key Responsibilities:

Promoting improvement and shaping the future

The Headteacher will:

- Promote a constant focus on raising achievement, improving teaching, promoting the highest standards of Behaviour and safety, and developing the leadership skills of self and others;
- Work with the academy council, staff and parents to create a shared vision and strategic plan;
- Ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all;
- Work with the school community to translate the vision into agreed objectives and operational plans which Will promote and sustain school improvement;
- Demonstrate the vision and values in everyday work and practice;
- Inspire and motivate others;
- Create a shared culture and positive climate;
- Challenge any form of prejudice and inequality, and promote the richness of cultural and religious diversity;
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence;
- Contribute to the leadership of the Academy Trust;
- Promote innovation which improves outcomes for young people.

Leading teaching and learning

The Headteacher will:

- Take the leading role in improving pupils' learning through a constant drive to raise the standards of teaching throughout the school;
- Use data and other benchmarks to monitor the quality of teaching through evaluating pupils' progress;
- Ensure that learning is at the centre of strategic planning and resource management;
- Establish creative, responsive and effective approaches to teaching and learning;
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- Demonstrate and articulate high expectations and set challenging targets for staff and pupils;
- Implement strategies which secure high standards of behaviour and safety, and attendance;
- Determine, organise and implement a diverse, flexible curriculum and an effective assessment

framework;

- Take a strategic role in the development of new and emerging technologies to enhance and extend pupils' learning experiences;
- Monitor, evaluate and review classroom practice and promote improvement strategies;
- Challenge underperformance at all levels and ensure rapid improvement;
- Establish a culture which is aspirational, applauds success and celebrates high achievement.

Promoting continuing professional development and working with others

The Headteacher will:

- Promote and provide opportunities for the continuing professional development of all staff;
- Ensure effective communication systems and relationships within the school, and between the school and all external support agencies and the wider community;
- Treat people fairly, equitably and with dignity and respect, creating and maintaining a positive school culture in which people are happy to come to work and feel valued and respected;
- Build a collaborative learning culture and actively engage with other schools to build effective learning communities with and beyond the Shaw Education Trust;
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review;
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals;
- Ensure clear delegation of tasks and devolution of responsibilities;
- Acknowledge the responsibilities of individuals and teams, and celebrate their achievements;
- Develop and maintain a culture of high expectations for self and others and take appropriate swift action when performance requires improvement or is inadequate;
- Regularly review own practice, set personal targets and take responsibility for own professional development;
- Manage their own workload and that of others to allow an appropriate work/life balance.

Management of the academy

The Headteacher will:

- Provide effective academy management and continuously seek to improve organisational policies and structures based on effective self-evaluation;
- Ensure that all safeguarding policies and procedures are in place and are acted upon by all staff and governors;
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements and the school's aims and objectives;
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives;
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational aims and objectives;
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school;
- Implement successful performance management processes for all staff;
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety regulations;
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money;
- Use and integrate a range of technologies effectively and efficiently to manage the academy.

Securing accountability

The Headteacher will:

- Effectively fulfil commitments arising from contractual accountability to the Trust;
- Work with the academy council (providing information, objective advice and support) to enable it to meet its responsibilities;
- Develop an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.;
- Ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation;
- Develop and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including academy councillors, parents and carers, the Shaw Education Trust;
- Reflect on personal contribution to academy achievements and take account of feedback from others; ensure a robust quality assurance mechanism is in place in collaboration with the Trust.

Strengthening Community

The Headteacher will:

- Build an academy culture and curriculum which takes account of the richness and diversity of the academy's communities;
- Create and promote positive strategies for challenging racial and other prejudice;
- Ensure learning experiences for pupils are linked into and integrated with the wider community;
- Collaborate with a range of external agencies to provide effective support for pupils and their families;
- Create and maintain an effective partnership with parents to raise pupils' achievement and support their personal development;
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the academy to promote pupils' learning.

Safeguarding

The Headteacher I will:

- Take overall responsible for promoting the safety and welfare of all pupils;
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations;
- Co-operate and work with relevant agencies to protect children;
- Ensure all statutory requirements are adhered to including Prevent.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

The content of this job description may be amended at any time following discussions between the CEO and the Headteacher and will be reviewed on an annual basis. This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Person Specification

Attributes	Requirements	Essential/ Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Honours Degree or equivalent • Recent and relevant ongoing CPD • NPQH 	Essential Essential Essential Desirable
Experience	<ul style="list-style-type: none"> • Successful teaching and leadership experience of children with profound and multiple learning difficulties • Proven skills in the dissemination of good practice • Recent and relevant experience as a senior leader • Involving and working with external partners and the local community • Successful experience in leading and managing change and innovation to achieve high performance • Experience of leading high performing specialist provision • The ability to make good decisions, solve problems and analyse issues by interrogating a broad range of data • Experience of leading residential provision 	Essential Essential Essential Essential Essential Essential Desirable Essential
Skills & Abilities	<ul style="list-style-type: none"> • The ability to implement and manage change effectively • The ability to lead by demonstrable presence and communicate well to a variety of audiences • To work well under pressure while maintaining excellent relationships and excellent organisational skills. 	Essential Essential Essential

Personal Qualities	Candidates must demonstrate:	
	<ul style="list-style-type: none"> • A commitment to the welfare and safeguarding of young people across the day school and residential 	Essential
	<ul style="list-style-type: none"> • Strong personal motivation and drive to ensure school improvement 	Essential
	<ul style="list-style-type: none"> • A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider academy community 	Essential
	<ul style="list-style-type: none"> • The ability to inspire and motivate staff, pupils and the wider community and engage their active commitment to your vision 	Essential
	<ul style="list-style-type: none"> • Commitment to ensuring inclusion, addressing diversity and access 	Essential
	<ul style="list-style-type: none"> • Commitment to own personal and professional development and that of all staff. 	Essential
	<ul style="list-style-type: none"> • High order analytical and problem-solving skills and the ability to make informed judgements 	Essential
	<ul style="list-style-type: none"> • The ability to project the academy in a positive way and continue to enhance the academy standing and role at the heart of the community 	Essential
	<ul style="list-style-type: none"> • Evidence of collaborative working and networking with others, within and beyond the academy to build and sustain a learning community 	Essential
	<ul style="list-style-type: none"> • The ability to understand and appreciate the school's current strengths and the ways in which these might be further developed to improve learner outcomes • The ability to form and maintain appropriate relationships and personal boundaries with young people 	Essential
	<ul style="list-style-type: none"> • The ability to promote a school culture and curriculum which considers the richness and diversity of a wider community 	Essential

MEASURED BY KEY:

In addition to candidates' ability to perform the duties of the post, the interview will 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
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check

If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**HH - May 2022**

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.