North Ridge High Specialist Support School

Personal Specification: Headteacher

|  |  |  |
| --- | --- | --- |
| criteria | qualities |  |
| **Qualifications and training** | * Qualified teacher status
* Degree
* SEN Qualification or strong evidence of SEN Training undertaken in the last 3 years
* National professional qualification for headship (NPQH) or be working towards
 | EEDD |
| **Experience** | * Successful leadership and management experience in a school for a substantial period
* Successful leadership and management within a special needs setting
* Experience across the secondary age range
* Teaching experience
* Involvement in school self-evaluation and development planning
* Demonstrable experience of successful line management and staff development
 | EDDEEE |
| **Skills and knowledge** | * Ability to develop and deliver school strategy
* Data analysis skills, and the ability to use data to set targets and identify weaknesses
* Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve
* Evidence of understanding of school finances and financial management
* Effective communication and interpersonal skills
* Ability to communicate a vision and inspire others
* Ability to build effective working relationships with a multi agency team
 | EDEEEEE |
| **Personal qualities** | * Commitment to uphold the 7 principles of public life (the [Nolan principles](https://www.gov.uk/government/publications/the-7-principles-of-public-life) 1. Selflessness · 2. Integrity · 3. Objectivity · 4. Accountability · 5. Openness · 6. Honesty · 7. Leadership.) at all times
* A commitment to obtaining the best outcomes for all pupils and promoting the ethos and values of the school
* Ability to work under pressure and prioritise effectively
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position
* Ability to manage change
 | EEEEEE |

The Governing Body and Manchester City Council are committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS). Candidates will be asked to co-operate with a check on their internet activity.

**ADDITIONAL INFORMATION – HEAD TEACHER STANDARDS**

**Headteacher Standards**

Applicants should seek to address each of the **10 Head Teacher Standards** outlined below, providing practical examples and experience from their current and previous role(s) which clearly demonstrates relevant experiences, abilities, skills and knowledge for the post in specific context to North Ridge. As a broad guideline, the length of the letter of application should be three sides of A4, Font size 11. Curriculum vitae’s (CV’s) will not be accepted.

**Standard One: School Culture**

1. create, maintain and evaluate the school’s mission, values and ethos.
2. establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
3. create a culture where pupils experience a positive and enriching school life.
4. develop and then maintain a positive atmosphere in school, in whereby all pupils can be themselves, grow and thrive.
5. create high expectations for pupils’ attainment and progress.
6. uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
7. promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
8. develop pupils’ skills and knowledge that will prepare them for their next stage in education and life.
9. ensure a culture of high staff professionalism.
10. promote, uphold and maintain positive and respectful relationships between staff at all levels.
11. work with others to make sure pupils’ transition into and out of school is smooth.
12. promote, uphold and maintain positive and respectful relationships with outside agencies such as Local Authorities, specialist services, Ofsted, education professionals, Governors and parents.
13. ensure that staff always behave professionally with all stakeholders including parents, Governors, and external services.

**Standard Two: Teaching**

1. establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
2. ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
3. provide training, support, advice and guidance so that pupils receive the best possible teaching in each key stage.
4. create a culture of staff learning so that their teaching is evidenced and informed regarding how children learn best.
5. ensure effective use is made of formative assessment.
6. create and establish systems that build pupils’ long-term memory and allow them to know more and remember more.

**Standard Three: Curriculum and Assessment**

1. ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
2. ensure that disadvantaged pupils through the curriculum develop the knowledge and skills that they need for their futures.
3. establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
4. ensure that all pupils are taught to read the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
5. ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum.
6. link subject leaders to professional networks and committees.

**Standard Four: Behaviour**

1. 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.
2. ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy.
3. implement consistent, fair and respectful approaches to managing behaviour.
4. ensure that adults within the school model and teach the behaviour of a good citizen.
5. develop pupils’ pride in their work.
6. ensure that there is little or no bullying, no name-calling or unwanted behaviour.
7. ensure that pupils are punctual and attend well.
8. ensure that the school builds up positive characteristics such as resilience, problem solving and respect for all.

**Standard Five: Additional and Special Educational Needs and Disabilities**

1. ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
2. establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
3. ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
4. ensure that the schools works effectively and positively with specialist agencies and professionals such as speech therapy, educational psychologists etc.
5. ensure the school fulfils its statutory duties regarding the SEND code of practice.
6. create an efficient and accurate system of diagnosing and identifying different types of need.
7. provide the support, guidance and reasonable adjustments needed by each SEND pupil.
8. ensure the school’s paperwork, information report and documentation conform to statutory requirements and is high quality.

**Standard Six: Professional Development**

1. ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
2. provide teachers, early in their careers, with the support, mentoring and guidance that they need.
3. prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development.
4. 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.
5. establish and implement a programme to build the school’s capacity to improve and succession plan.
6. establish effective staff induction programme.

**Standard Seven: Organisational Management**

1. ensure the protection and safety of pupils and staff through effective approaches to safeguarding[]](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:11), as part of the duty of care.
2. prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
3. ensure staff are deployed and managed well with due attention paid to workload.
4. establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
5. ensure rigorous approaches to identifying, managing and mitigating risk.
6. ensure the school complies fully with all health and safety legislation ensuring that staff, pupils’ and visitors are safe at school.
7. ensure the school complies fully with the Equality Act and Human Rights Act.
8. ensure provision is made for staff wellbeing.

**Standard Eight: Continuous School Improvement**

* 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.
* develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context.
* ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
* establish strategies to reduce any gaps in attainment or progress between disadvantaged pupils and other pupils nationally.

**Standard Nine: Working in Partnership**

* forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
* commit their 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.
* learn from and contribute to local networks.

**Standard Ten: Governance and Accountability**

* understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
* establish and sustain professional working relationship with those responsible for governance.
* enable the committees of the Governing Body to function purposefully.
* ensure that Govenors have full access to the information they need to carry out their duties. Ensure documents are accurate and transparent.
* ensure that staff know and understand their professional responsibilities and are held to account.
* ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.