

# Job Specification

<b>Job Title: Headteacher</b>	
<b>School: Oakfield Park School</b>	
<b>Location: Barnsley Road, Ackworth, Pontefract, West Yorkshire, WF7 7DT</b>	
<b>Group Size of School: 7</b>  <b>Age Range: 11-19</b>  <b>NOR: 163</b>	<b>Indicative or Individual Pay Range (7pts):</b>  L29 to L35

<b>Reporting to: Chair of Governors</b>
<b>Service Directorate: Children &amp; Young Peoples Services</b>
<b>The overall purpose of the post of Headteacher:</b> <ul style="list-style-type: none"> <li>• To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.</li> <li>• To meet the National Standards for Headteachers (including "The Seven Principles of Public Life" formerly known as the Nolan principles) as published by the DfE (October 2020).</li> <li>• To seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the current School Teachers' Pay and Conditions Document.</li> <li>• To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.</li> <li>• The head teachers' standards cover the full breadth of leadership responsibilities and are designed to be relevant to all headteachers. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school when setting objectives but there is no expectation that these are met simultaneously.</li> </ul>

Requirements for the Post		
	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>First degree / teaching certificate and Qualified Teacher Status. Continuous professional development relevant to school leadership and education.</li> </ul>	<ul style="list-style-type: none"> <li>Have had, or be undertaking, further study relevant to headship or special education (eg, Diploma or Higher Degree).</li> <li>National Professional Qualification for Headship (NPQH).</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Background in Special Education.</li> <li>Successful senior or whole school leadership at Headteacher, Deputy Headteacher, or Assistant Headteacher level.</li> <li>Expertise in special curriculum design and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Experience in other special schools at Secondary Phase.</li> <li>Successful experience of working with children with severe, complex or profound and multiple learning difficulties, including autism.</li> <li>Successful experience of leading or managing the expansion of schools (eg, off-site provision).</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>Demonstrate a commitment to safeguarding and the welfare of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Experience of managing the school's responsibility for safeguarding pupils' wellbeing and providing a safe environment in which pupils can learn.</li> <li>Recent accredited safeguarding training</li> </ul>

Headteachers' Standards (DfE – October 2020)	
<b>School Culture</b>	<ul style="list-style-type: none"> <li>Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community</li> <li>Create a culture where pupils experience a positive and enriching school life</li> <li>Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life</li> <li>Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment</li> <li>Ensure a culture of high staff professionalism</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>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</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains</li> <li>• Ensure effective use is made of formative assessment</li> </ul>
<b>Curriculum and Assessment</b>	<ul style="list-style-type: none"> <li>• Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</li> <li>• Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities</li> <li>• Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading</li> <li>• Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy</li> <li>• Implement consistent, fair and respectful approaches to managing behaviour</li> <li>• Ensure that adults within the school model and teach the behaviour of a good citizen</li> </ul>
<b>Additional and special educational needs and disabilities</b>	<ul style="list-style-type: none"> <li>• Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities</li> <li>• Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively</li> <li>• 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</li> <li>• Ensure the school fulfils its statutory duties with regard to the SEND code of practice</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</li> <li>• 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</li> <li>• Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including</li> </ul>

	<p>nationally recognised career and professional frameworks and programmes to build capacity and support succession planning</p>
<b>Organisational Management</b>	<ul style="list-style-type: none"> <li>• Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care</li> <li>• Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds</li> <li>• Ensure staff are deployed and managed well with due attention paid to workload</li> <li>• Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently</li> <li>• Ensure rigorous approaches to identifying, managing and mitigating risk</li> </ul>
<b>Continuous School Improvement</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time</li> </ul>
<b>Working in Partnership</b>	<ul style="list-style-type: none"> <li>• Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community</li> <li>• Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support</li> <li>• Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils</li> </ul>
<b>Governance and Accountability</b>	<ul style="list-style-type: none"> <li>• Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility</li> <li>• Establish and sustain professional working relationship with those responsible for governance</li> <li>• Ensure that staff know and understand their professional responsibilities and are held to account</li> <li>• Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</li> </ul>

## Key Outcomes / Activities

### 1. Whole School Organisation, Strategy and Development

- Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Develop, implement and evaluate the school's policies, practices and procedures.
- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- 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.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.

### 2. Teaching and Learning

- Lead and manage teaching and learning throughout the school. Including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils-
  - in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and in the preliminary stage (as applicable).
- Teach (where applicable).
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Determine, organise and implement a diverse, flexible curriculum and implements an effective assessment framework.

### 3. Safeguarding and Behaviour

- Manage the school's responsibility for safeguarding pupils' wellbeing and in providing a safe environment in which pupils can learn.
- Ensure good order and discipline amongst pupils and staff.

### 4. Management of Staff and Resources

- Lead, manage and develop the staff, including appraising and managing performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the Governing Body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- Organise and deploy resources within the school.
  - Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
  - Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing teachers and other members of the staff.

- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

#### **5. Professional Development**

- Promote the participation of staff in relevant continuing professional development.
- Participate in the arrangements for own performance and further training and professional development.
- Develop and maintain a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.

#### **6. Accountability**

- Consult and communicate with the Governing Body, staff, pupils, parents and carers.
- Fulfil commitments arising from contractual accountability to the Governing Body.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.

#### **7. Work with Colleagues, other Relevant Professionals and the Community**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.
- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

### **Responsibility for Resources**

#### **Employees (supervision):**

For all staff employed to work at the school (Teaching and Support Staff) except for staff employed to provide school meals/cleaning through a service level agreement.

#### **Financial:**

Overall responsibility for the agreed school budget which includes the setting and overall monitoring to ensure effective spend and income generation

#### **Physical:**

Overall responsibility for the physical resources held in school e.g. manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies.

#### Characteristics of the Post:

- **Outstanding Ofsted:** Oakfield Park School achieved Outstanding Ofsted ratings in 2008, 2014, and 2019. The school and governors are fully committed to maintaining this standard in future.
- **A Growing Roll of Students:** The school has expanded from 130 on roll in September 2020 to 163 in September 2022. We expect this number will increase in coming years given local demand. Consequently, we have funding and support from Wakefield Council to begin work on a new build with seven new classrooms and supporting facilities (tentatively scheduled for completion between September 2024 and January 2025).
- **Increasing Potential for Off-Site Provision:** We have already started exploring options for off-site provision at post-16, and believe it is likely the school will be asked to consider expansion beyond the planned footprint at KS3 / KS4 levels within the next five years.
- **Broad and Increasing Mix of Complex Needs:** Oakfield Park addresses the full spectrum of special educational needs, including PMLD, and has a significant proportion of students with challenging behaviours and autism.
- **Focus on Preparation for Adulthood:** Ensuring our students are prepared for independent, productive, and happy lives upon leaving school is a key priority. We are committed to helping more students find further opportunities upon leaving school.
- **A Well-Resourced School:** Our school has excellent facilities (eg, hydrotherapy pool, sensory suites, chill spaces, indoor and outdoor gym) and has delivered a positive carry-forward in each of the last three academic years, despite a challenging funding context.
- **A Relatively Lean Senior Leadership Team:** Oakfield Park is currently structured around an experienced senior leadership team of 3 (Headteacher, Deputy Headteacher and Assistant Headteacher). We are open to considering alternative structures dependent on funding and budget constraints, particularly in light of potential future increases in roll and off-site provision.

## **Employment checks**

The following employment checks are required:

- Identity Check
- Rehabilitation of Offenders Act 1974
- Children's Barred List
- Section 128 Check
- Prohibition from Teaching Check
- Evidence of a satisfactory safeguarding check e.g. Enhanced DBS Check
- Evidence of entitlement to work in the UK
- Childcare Disqualification Declaration (where applicable)
- Evidence of Essential Qualifications – see page 2 of this Job Specification
- Two satisfactory references (including current or most recent employer)
- Confirmation of medical fitness/ clearance for employment
- Driving Licence clearance
- Professional Registration with appropriate bodies (where applicable)
- Fluency Duty
- Lived or worked abroad declaration

**Date completed: April 2023**