

Job Description for the role of  
**Headteacher**



<b>Job Title:</b>	Headteacher
<b>Grade:</b>	Group 5 – Indicative Pay Range L20-L27 (£79,475 - £94,332)
<b>Reporting to:</b>	Chief Executive Officer
<b>Liaison with:</b>	Executive Trust Leadership Team as part of a collegiate decision-making process, School Team, Governors, Trustees, Parents/Carers and External Agencies

This job description should be read in conjunction with the conditions for headteachers contained in the National School Teachers' Pay and Conditions Document. For full details, please refer to the role of headteachers, as defined in the Headteachers' Standards 2020.

**Core purpose of the post:**

The Headteacher will be responsible for providing overall strategic leadership and effective professional leadership and management of the school and, working together with the Local Advisory Board and Board of Trustees, will develop and deliver an agreed strategic plan to implement continuous improvement to advance and maintain an ambitious, inclusive, safe and secure learning environment, to achieve success in all areas of the school and to deliver an outstanding education to pupils.

The Headteacher will carry out duties in line with the conditions of employment as set out in the current School Teacher's Pay and Conditions document, the National Standards of excellence for Headteachers, Trust/School policies and procedures and any other relevant legislation or guidance and demonstrate consistently high standards of principled and professional conduct in order to provide an environment where teachers' standards and other performance standards can be met

The Headteacher will be responsible for the day-to-day operations of the school and will have a sound grasp of the essentials of running a successful special school. They will act as an effective outward facing ambassador for the school and be capable of communicating effectively with all stakeholders.

## **SPECIFIC RESPONSIBILITIES**

### **1. Strategic direction and development**

- 1.1 Work with the Chief Executive Officer (CEO), Chief Finance Officer (CFO), Trustees and other stakeholders to establish a culture, ethos and strategic vision which will promote equality, effective collaboration, excellence, and high expectations of all pupils and staff.
- 1.2 Continuously articulate and model the school's vision and aims, developing and successfully implementing coherent strategic and operational objectives and plans following rigorous self-evaluation, whilst empowering and motivating others to carry the vision forward, promoting and sustaining continuous school improvement.
- 1.3 Provide dynamic and consistent leadership to staff, pupils, families and the wider community, acting as a role model to ensure the highest standards are always delivered.
- 1.4 Ensure that rigorous self-evaluation directly informs school improvement through the championing of outstanding teaching, learning, and assessment.

### **2. School Culture**

- 2.1 Maintain a culture where our learners are at the heart of everything that we do, creating a community that prepares each individual to be the very best version of themselves and preparing them for the world in which we live.
- 2.2 Promote and uphold the warm, caring, and supportive ethos of Barrs Court School and College.
- 2.3 Provide professional leadership leading to high quality, accessible and inclusive education for all our learners, improving standards of learning, achievement, and wellbeing.
- 2.4 Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation and engagement with the school community.
- 2.5 Create a culture where all our learners strive to achieve in their learning, communication skills, independence, and relationships within a happy, positive, and enriching school life.
- 2.6 Uphold ambitious educational standards in order to prepare our learners from all diverse backgrounds for their next phase of education and life.
- 2.7 Ensure staff professionalism.
- 2.8 Deliver a relational approach with learners, through positive and respectful relationships across the school community, maintaining a safe and inclusive environment for all.
- 2.9 Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct.
- 2.10 Deliver an open-door approach for all the Barrs Court School community.

### **3. Safeguarding**

Accordia Academies Trust is committed to keeping children and young people safe.

- 3.1 Responsibility for safeguarding children and child protection (including online safety) ensuring that schools are meeting their legal statutory requirements as laid out in Keeping Children Safe in Education (KCSIE).
- 3.2 Continuing to embed a safeguarding culture within the school, ensuring there is a person-centred approach where the child and/or young person always comes first.
- 3.3 Provide a calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils, developing good behaviour in school and in wider society
- 3.4 Play an integral part within the Trust's safeguarding team as a Deputy Safeguarding Lead.
- 3.5 As Headteacher, have ultimate responsibility for promoting and safeguarding the welfare of pupils by ensuring that the Single Central Record is accurate and up to date, that safer recruitment practices are adopted, that the school's policies, procedures and practice related to safeguarding are fully implemented and followed by all staff, that resources are allocated to enable staff to discharge their responsibilities, that staff training is compliant, and that staff, pupils, parents/carers and others feel able to raise concerns

#### **4. School Improvement**

- 4.1 Provide effective strategic leadership and, together with the Board of Trustees, develop the school so that it may meet the needs of pupils in the present and for the future.
- 4.2 Develop and deliver an effective school self-evaluation form (SEF) which identifies appropriate priorities for the next academic year, and integrate and implement the key priorities of the SEF into an effective School Improvement Plan which is meaningful, manageable and regularly reviewed,
- 4.3 Communicate the long-term objectives of the school to all stakeholders and effectively deploy staff resources within the school to ensure that the objectives detailed in the School Improvement Plan adopted by the Board of Trustees are achieved and report progress on the School Improvement Plan on a regular basis
- 4.4 Facilitate the work of the Governing Local Advisory Board by providing, on a regular basis, all necessary information, advice and support to enable the Board of Trust to fulfil its role.
- 4.5 Produce all policies required to be adopted by the Board of Trustees and ensure that they are implemented, monitored and updated in a timely manner in accordance with Ofsted, all other applicable statutory requirements and the rules and regulations of applicable regulatory bodies.
- 4.6 Take management oversight and responsibility for the day-to-day operation and management of the school in accordance with the statutory conditions applicable to headteachers' employment and the policies of the Trust.
- 4.7 Articulate clear values and moral purpose and be capable of demonstrating optimistic personal behaviour, positive relationships and attitudes towards pupils, parents, Governors and members of the local community. Be the school's outward-facing ambassador.
- 4.8 Encourage the development of a culture that offers equality of opportunity to all pupils and staff regardless of gender, social, cultural, linguistic, religious or ethnic background through a range of activities and empowering all pupils and staff to excel.

- 4.9 Be committed to supporting all staff in the performance of their work by
- providing clear expectations and guidance,
  - a clear and thorough appraisal and performance management process,
  - encouraging and advising staff on Continual Professional Development and career development,
  - appropriate training,
  - enabling Planning, Preparation and Assessment time (PPA) and other opportunities.
- 4.10 Sustain wide current knowledge and understanding of special education and school systems locally, nationally and globally, and pursue continuous professional development
- 4.11 Create an outward-facing school which works with other schools and organisations to champion best practice and secure excellent achievements for pupils with SEND.
- 4.12 Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for pupils
- 4.13 Effectively implement the school's Behaviour Policy to create an environment where pupils are given the best opportunity to successfully achieve their individual learning targets
- 4.14 Communicate effectively with all parents and carers and encourage them to be involved in their children's education and in the life of the school.
- 4.15 Facilitate the work of the Governing Body by providing, on a regular basis, all necessary information (including financial information), advice and support to enable the Governing Body to fulfil its role and to encourage their involvement and participation in school activities

## **5. Leading Teaching and Learning**

- 5.1 Have a good working understanding of the local, national and global influences on learning and developments in the field of special education and look at current practice, policy and research to inform pedagogy and practice.
- 5.2 Work with the CEO, Trustees and other stakeholders to secure and sustain high quality teaching and effective learning across the school, through rigorous monitoring and evaluation of the quality of education and detailed analysis of pupil progress using a holistic, broad and aspirational range of sources and targets.
- 5.3 Develop purposeful, focused and aspirational learning environments which offer inclusive opportunities for all pupils, whatever their needs, using all available resources, suitable technologies and other means, leading to the greatest range of life choices for them.
- 5.4 Define, implement and constantly evolve a stimulating and personalised curriculum which engages and motivates pupils who have a wide range of complex educational needs.
- 5.5 Develop an innovative, engaging and exciting range of curriculum enrichment activities to address a range of needs, ensuring inclusivity and equal opportunity for all pupils.
- 5.6 Establish creative, responsive, effective and stimulating approaches to learning and teaching for pupils with SEND.
- 5.7 Monitor, evaluate and review classroom practice and promote strategies to support improvement, always aiming for outstanding standards in education.

- 5.8 Ensure that staff maintain a consistent and continuous focus on pupil assessment and progress, using broad, holistic and rigorous evidence sources to set challenging targets and to monitor, track, evaluate and report upon individual pupil progress.

## **6. Staff Management and Development**

- 6.1 Working with the CEO, ensure staffing structures reflect the needs of the school and that roles and responsibilities are clear to all staff.
- 6.2 Ensure there are effective lines and means of communication across all levels within the organisation enabling everyone to be up-to-date with current activities, issues and successes.
- 6.3 Ensure that all members of staff have professional support linked to clearly defined and articulated roles and career development, ensuring that performance management activities are carried out effectively.
- 6.4 Ensure day-to-day maintenance of a safe and orderly working environment that is conducive to learning.
- 6.5 Ensure that Health and Safety practices are maintained throughout the school in accordance with AAT policy.
- 6.6 Ensure clarity in the roles and responsibilities across the school, promoting effectiveness and accountability in all core tasks.
- 6.7 Hold all staff to account for their professional conduct and practice.

## **7. Budget Management**

- 7.1 Work within the parameters set out in the Trust's financial management framework.
- 7.2 Work with the CFO on the formation of the annual budget and on-going financial management to ensure that objectives are achieved.
- 7.3 Ensure that systems are in place which allow the CEO, CFO & Trustees to fulfil their statutory duties regarding appraisal. Undertake the performance management of the Senior Leadership Team.
- 7.4 Advise the Executive Headteacher of any budgetary issues that may have an impact on the quality of the education provided.
- 7.5 Monitor and evaluate the level of staffing required to achieve the school's aims and objectives ensuring that the CEO/CFO and finance colleagues are aware of any specific issues from assessments which will need to be costed into proposals to ensure sufficient staffing levels are budgeted for.
- 7.6 Where new posts become necessary, prepare a business case for discussion with the CEO.
- 7.7 Properly monitor and operate a balanced budget which meets the needs of the school as laid out in the School Improvement Plan and review and communicate this to Governors on a regular basis as part of budget monitoring.
- 7.8 Ensure all school spending is monitored and managed effectively throughout the year and remains within budget at all times.
- 7.9 Ensure that agreed financial management standards for the school are fully met.

## **8. Securing Accountability**

The Headteacher, as a lead member of the executive leadership team, will...

- 8.1 ...support the CEO to account for the efficiency and effectiveness of the school to the Trustees, Governors, pupils, parents, staff, and other members of the local and wider community. This will include effective communication, advice to Trustees and the Trust Board, and accountability for school performance.
- 8.2 ...develop the Trust 'working in partnership' ethos which enables everyone to work collaboratively.
- 8.3 ...ensure individual staff accountabilities are clearly defined, understood, and communicated.
- 8.4 ...ensure compliance at every level with school policies and procedures.

## **9. Data Protection**

- 9.1 The Headteacher will work within the requirements of Data Protection legislation at all times ensuring pupil data is kept safe.

An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order.

<https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the post and does not describe in detail all the duties required to carry it out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post and flexibility is therefore required.

## HEADTEACHER PERSON SPECIFICATION

CRITERIA	Essential	Desirable	METHOD OF ASSESSMENT (A/C/T/I/R)
<b>Qualifications and Training</b>			
Qualified teacher status (QTS)			A/C
Evidence of continuing and recent professional development at a senior level and/or SEND e.g. NPQSL, NPQH			A/C
Designated Safeguarding Lead Training			A/C
Evidence of recent relevant professional development and training, including safeguarding and financial management.			A/C/R
Commitment to further develop own professional knowledge and skills			A/I/C
<b>Experience</b>			
Proven track record of successful senior leadership in a special or mainstream school			A/I
Demonstrable impact on school improvement, particularly in a SEND setting			A/I
Experience of working with trustees/governors and contributing to strategic leadership			A/I
Leading and managing multidisciplinary teams			A/I
Experience of leading safeguarding practices			A/I/R
Budget and resource management at senior level			A/I/T/
Delivering whole-school curriculum development and innovation			A/I/T/R
Experience of working in or with multi-academy trusts			
<b>Professional Knowledge and Understanding</b>			
Deep understanding of special educational needs, including complex learning needs			A/I
Strong knowledge of current educational policy and Ofsted frameworks			A/I/R
Understanding of curriculum development, assessment and pedagogy for SEND learners			A/I
Familiarity with statutory safeguarding duties and Keeping Children Safe in Education			A/I/R
Understanding of effective school self-evaluation and improvement planning			A/I/T/R

Skills and Abilities			
Ability to inspire, motivate, and lead a diverse staff team			A/I
Strategic thinker with the ability to set clear goals and implement them effectively			A/I/T/R
Exceptional communication and interpersonal skills			A/I/T
Capacity to lead by example and embody the school's values and ethos			A/I/R
Strong analytical and problem-solving skills			A/I/T
Ability to manage change and drive improvement			A/I/T
Competent user of data to inform decision-making and monitor progress			A/T
Ability to build and sustain effective relationships with stakeholders			A/I/R
Personal Qualities and Attributes			
High levels of integrity and professionalism			A/I/R
Visible, approachable, and empathetic leader			A/I/R
Passion for inclusive education and commitment to SEND learners			A/I/R
Resilience and emotional intelligence			A/I/R
Commitment to continuous personal and professional development			A/I/R
Reflective practitioner, open to feedback and learning			A/I/R

*A = Application Form*

*C = Certificates*

*T = Task and Assessment*

*I = Interview*

*R = References*