



Great Arley Special School

Headteacher Job Description

Core Purpose

To provide overall strategic leadership to lead, develop and support the strategic direction, vision, values and priorities of the school. Develop, implement and evaluate the school's policies and practices and manage school resources efficiently and effectively.

To 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, School policies and procedures and any other relevant legislation or guidance and to 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.

Overall duties and responsibilities

School culture

- Sustain the school's ethos, values and strategic direction, in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where students experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare students from all backgrounds and all abilities for adulthood including the next phase of education where relevant.
- Promote positive and respectful relationships across the school community, and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

Whole-school organisation, strategy and development

- Provide overall strategic leadership and, working with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- Produce and implement improvement plans and policies that benefit the development of the school.
- 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.

Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.

- Ensure teaching is underpinned by high levels of subject expertise and adaptive approaches which respect the distinct nature of subject disciplines or specialist areas and wide ranging needs and abilities of the students.
- Ensure effective use is made of formative and summative assessment to meet outcomes.
- Lead and manage teaching and learning throughout the school.
- Teach, as required.
- Work with other leaders within the school to secure creative, responsive and effective approaches to teaching and learning.

Curriculum and assessment

- Ensure a broad, structured, coherent and progressive curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that reading and communication is implemented through the provision of evidence-informed approaches.
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

Health, safety and behaviour

- Promote the safety and wellbeing of students and staff.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst students and staff.
- Establish and sustain high expectations of positive behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students.
- Ensure high standards of student positive behaviour and conduct, in accordance with the school's policies relating to behaviour.
- Implement consistent, fair and respectful approaches to managing positive behaviour including reference to restorative practise, behaviour for learning, Team Teach and Thrive models.
- Ensure that adults within the school model the approaches implemented by school.

SEND and additional needs

- Ensure the school holds ambitious and aspirational expectations for all students regardless of SEND and additional needs.
- Establish and sustain culture and practices that enable all students to access the varied curriculum on offer throughout school and learn effectively.
- Ensure the school operates in a co-productive and effective partnership with parents/carers and professionals to deliver the provision outlined in the EHCP and identified any further additional needs of students, to ensure right support is provided at the right time.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.

Management of staff and resources

- Lead, manage and develop staff, including appraising and managing their performance and capability.
- Organise and deploy resources efficiently and effectively within the school.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.

- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing staff, e.g. unions.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Ensure staff understand and follow all HR policies within school for example, code of conduct, staff absence, directed time/contractual obligations etc thus maintaining the high standards and expectations of school.
- Ensure resources are managed in line with the school and local authority policies and procedures.

Professional development

- Promote the participation of staff in relevant CPD.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the 'Standards for teachers' professional development'.
- 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.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other staff members.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for their own CPD, engaging critically with Education research.

Communication and working with others

- Consult and communicate with the governors, staff, students and parents/carers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school, including relevant external agencies and bodies.
- Forge constructive relationships beyond the school, working in partnership with parents/carers and the local community.
- Commit to ensuring the school works 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 students.

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.
- 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.

Ethics and professional conduct

- Uphold and demonstrate the Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting diversity.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths, beliefs and orientation.
- Ensure that personal beliefs are not expressed in ways which exploit their position or students' vulnerability.
- Serve in the best interests of the school's students.
- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.
- Make a positive contribution to the wider education system.