



Shaw  
Education  
Trust



Careers  
at Shaw Education Trust





<b>Job Title:</b>	<b>Headteacher (SEN)</b>
<b>Grade:</b>	<b>Leadership</b>
<b>Salary:</b>	<b>Competitive based on experience</b>
<b>Conditions of Service:</b>	<b>STPCD</b>
<b>Responsible to:</b>	<b>Trust Board / CEO / National Director</b>

## Job 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.

## Key Responsibilities

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- 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

- 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**

- 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**

- 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**

- 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**

- 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.

### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

### **Safeguarding**

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.

- Ensure all statutory requirements are adhered to, including prevention.

***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.***

***Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.***

## Qualifications and Experience

### Qualifications and Skills

- Qualified Teacher Status
- Honours Degree or equivalent
- Evidence of recent, regular and appropriate CPD
- NPQH
- Coaching and mentoring experience
- Evidence of school improvement training and support

### Experience

- Successful leadership and management 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 in this phase
- 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
- The ability to implement and manage change effectively
- Ability to lead by demonstrable presence and communicate well to a variety of audiences
- Experience and involvement in school self-evaluation and development planning
- Demonstrable experience of successful line management and staff development.
- Awareness of local, national and global trends in education
- Experience of communicating and implementing a shared vision
- Experience of planning processes including financial planning, budgetary management and principles of best value
- Communication strategies both within and beyond the school
- Able to develop a culture that encourages participation, builds stakeholder esteem, recognises successes and celebrates existing good practice.
- Ability to strategise and bring energy to the creation of something exceptional for learners
- Motivate staff and students to achieve their best by empowering their contributions to leadership and management.

## Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build relationships between yourself and the team, and between team members.</li> <li>• Unify not divide the team, promote a culture of respect.</li> <li>• Manage conflict well and pro-actively.</li> <li>• Embrace and welcome accountability of self, and for team.</li> <li>• Care for the well-being of your team/colleagues.</li> <li>• Support the retention of good staff by creating a positive culture around workforce development and team communities.</li> <li>• Ensure good communication amongst your team and the wider organisation as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective workforce development and training for self and all, including coaching and mentoring.</li> <li>• Spot and nurture talent – in yourself and in others.</li> <li>• Positively engage in development opportunities and aptitude development.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure clear roles and accountabilities for the team are well understood.</li> <li>• Develop and promote mutual accountability between colleagues in the team.</li> <li>• Deploy staff and resources effectively across the team.</li> <li>• Manage the workload of self and team.</li> <li>• Know your team(s)/colleagues well.</li> </ul>
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> <li>• Build trust within your teams and across the Trust.</li> <li>• Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust.</li> <li>• Value compassion</li> <li>• Encourage a can-do approach personally and across your team.</li> <li>• Positively challenge poor behaviour and call it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional credibility to team, peers, and trustees.</li> </ul>

<ul style="list-style-type: none"> <li>• Be highly and consistently visible across the organisation and within your team.</li> <li>• Demonstrate a consistent approach and calmness.</li> </ul>		
<b>Motivate and inspire</b>		
<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Celebrate and acknowledge success of self and others.</li> <li>• Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition.</li> <li>• Demonstrate drive and ambition for self, team and Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation.</li> <li>• Understand and share your ‘why’ – and revisit it regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate a precise and clear vision.</li> <li>• Set the journey ahead which is understood by all.</li> <li>• Evidence sharp goal setting and achievement.</li> <li>• Ensure errors, oversights and mistakes are rare.</li> </ul>
<b>Reflection</b>		
<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Demonstrate transparency and integrity within team and across the Trust.</li> <li>• Accept responsibility and be vulnerable, avoid a blame culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to know yourself and engage in self-reflection and learning.</li> <li>• Ask thoughtful questions and seek the truth.</li> <li>• Give and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.</li> </ul>
<b>Secure accountability by giving tools to succeed by...</b>		
<b>Attitude</b>	<b>Aptitude</b>	<b>Functional Capability</b>
<ul style="list-style-type: none"> <li>• Giving generously with your time.</li> <li>• Ensuring 1:1 meetings are useful and effective in driving improvement.</li> <li>• Providing support and removing barriers to success.</li> <li>• Be true to your word, if you say you will do something, do it.</li> </ul>	<ul style="list-style-type: none"> <li>• Have high expectations of yourself and others, seek out best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring absolute clarity in terms of expectation and ‘the ask’.</li> <li>• Allocating resources effectively to support KPI delivery.</li> <li>• Be willing and able to have challenging conversations.</li> </ul>

**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 12/05/2022**

***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.***