



WIGHTWICK HALL SCHOOL

HEADTEACHER JOB DESCRIPTION

Wightwick Hall School, Tinacre Hill, Compton, Wolverhampton, WV6 8DA

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Endeavour Multi Academy Trust Headteacher of Wightwick Hall School

Job Description

Role	Headteacher
Pay Range	L27 - L31
Responsible to	Governing Board
Start date	1 st September 2025

Job Purpose

To provide dynamic and professional leadership for the school that builds upon change to secure its continued success and improvement, ensuring high quality education for all its students and improved standards of achievement. To inspire, challenge, motivate and empower all members of the school community to carry the vision forward.

The Headteacher will carry out professional duties in accordance with and subject to:

- The National Conditions of Employment for Headteachers and Education and Employment Legislation.
- The school's Academy Funding Agreement with DfE and the ESFA's Academies Financial Handbook.

The Headteacher is accountable to Endeavour Multi Academy Trust for the standards achieved and the conduct, management and administration of the school subject to any policies the Trustees may approve.

The job description is based on the National Standards for Headteachers and is subject to annual review.

Endeavour Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and the Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

Core Purpose

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

The Headteacher will:

- Provide vision, leadership and direction.
- Secure and sustain excellence in teaching and learning.
- Promote excellence, equality and high expectations for all students.
- Promote the social and cultural development of all students.

- Evaluate school performance and identify priorities for continuous improvement.
- Be accountable for deploying resources to achieve the school's aims.
- Ensure that day-to-day management, organisation and administration is carried out effectively.
- Create a safe and productive learning environment which is engaging and fulfilling for all students.
- Work effectively with the Local Governing Board Committees and Endeavour Multi Academy Trust.
- Secure the commitment of the wider community.
- Value the diversity of the community.

Main Duties

Improving the life chances of students

Work to develop staff who have the necessary skills and knowledge to promote equality, respect diversity, challenge stereotypes and promote the rights of children and young people, also to recognise the role parents, carers and families play in helping students to succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.

The Headteacher will ensure that staff:

- Have the highest expectations of every child and ensure that such expectations are met.
- Listen, question and respond to what is being communicated by children, young people and those caring for them.
- Recognise when a child or young person may not be achieving their developmental potential, or their health may be impaired and be able to identify sources of help for them and their families.
- Understand the impact on a young person of transitions they may be going through.
- Work successfully on a multi-agency basis and are clear about the role of the Headteacher and the roles of other professionals.
- Adopt the right approach to information sharing by following the correct procedures and by ensuring that the child or young person, parent or carer understands the process.
- To lead and manage safeguarding. To lead and fulfil the duties set out in Appendix 1 (See Job Description Appendix 1).

Shaping the Future:

Work to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the school community and to develop the ethos of the school linked to its core aims and values.

The Headteacher will:

- Ensure the aims and vision are encapsulated in leading the school.
- See through current projects and seek ways to develop new initiatives.
- Plan and operate strategically, build and communicate a coherent vision in a range of compelling ways.
- Inspire, challenge, motivate and empower others to carry the vision forward.
- Model for the students and staff the values, vision and ethos of the school.

Leading Teaching and Learning

Continue to raise the quality of teaching and learning for students, maximising their achievements within a successful learning culture.

The Headteacher will:

- Demonstrate personal enthusiasm for, and commitment to, the learning process.
- Demonstrate the principles and practice of effective teaching and learning.
- Through observation and analysis of teaching and learning activities, identify strengths and weaknesses and act on them.
- Access, analyse and interpret information, and use it effectively.
- Initiate and support research and debate about effective teaching and learning and develop relevant strategies for performance improvement. Acknowledge excellence and challenge weakness in the school.
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Ensure teaching is underpinned by subject expertise.
- Effectively use formative assessment to inform strategy and decisions.
- Ensure the reaching of a broad, structured and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.

Developing Self and Working with Others

To develop effective relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.

The Headteacher will:

- Foster an open, fair, equitable culture and manage conflict.
- Develop, empower and sustain individuals and teams.
- Promote an environment where continual professional development is an integral part of the school's ethos.

- Collaborate and network with others within and beyond the school.
- Challenge, influence and motivate others to attain high goals.
- Give and receive effective feedback and act to improve personal performance.
- Ensure full and appropriate support for staff and students.
- Accept support from others including colleagues and local governors.

Managing the Organisation

Provide effective organisation and management of the school and identify ways of improving organisational structures and functions based on rigorous self-evaluation.

Ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. This includes adhering to safe employment procedures which place the safety of children and staff at the heart of all practices. The Headteacher, working with the Local Governing Board Committees and Endeavour Multi Academy Trust, will provide a safe environment for students, staff and members of the school community.

To maintain and develop a successful organisation through effective collaboration with others the Headteacher will:

- Establish and sustain appropriate structures and systems.
- Manage the school efficiently and effectively.
- Ensure excellent behaviour of students and develop their independence in achieving this.
- Delegate management tasks and monitor their implementation.
- Prioritise, plan and organise and ensure others do the same.
- Make professional, management and organisational decisions based on informed judgements.
- Think creatively to anticipate and solve problems.
- Maximise the school's resources and facilities to support extra-curricular and community activities.

Securing Accountability

The Headteacher is legally and contractually accountable to the Local Governing Board Committees and Trust for the school, its environment and all its work. The Headteacher also must fulfil the wider accountabilities in relation to students, parents, carers, and other relevant groups.

The Headteacher will:

- Demonstrate an understanding of educational issues at a local and national level and anticipate trends.
- Engage the school community in the systematic and rigorous self-evaluation of the work of the school and work closely with the Local Governing Board Committees and Endeavour Multi Academy Trust to ensure that effective school self-evaluation informs school improvement priorities.

- Collect and use a rich set of data to understand the strengths and weaknesses of the school.
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
- Ensure effective management of the school budget and best practice in financial and employment matters.

Strengthening Community

The Headteacher will engage with the internal and external school community to secure equity and entitlement. This includes collaborating with other schools and with parents and carers and other agencies for the well-being of all children and developing extended services to meet the needs of the community.

The Headteacher will:

- Recognise and take account of the richness and diversity of the school's communities.
- Work effectively with other educational institutions in the area including primary, secondary, further and higher education.
- Work effectively with other agencies including for example, Social Care and Child and Mental Health Services.
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities, listen to, reflect and act on community feedback.
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of students and the wider community.

Safeguarding

The Headteacher will be responsible for promoting the welfare of all children and young people taking overall responsibility for their safety and welfare.

The Headteacher will:

- Maintain an organisational culture which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations.
- Co-operates and works proactively with relevant agencies to protect children.
- Monitors attendance to ensure that pupil lateness and absence is followed up rigorously.
- Continue to promote a culture of safety and e-safety.
- You will be a Designated Safeguarding Lead.

Other

- Comply with any reasonable request from the CEO to undertake work of a similar level that is not specified in this job description.

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Person Specification

The factors below will be assessed via application form (A) and selection activities including a formal interview (I). Applicants should ensure the essential criteria measured via the application form are addressed in their full application including supporting information.

Factors	Essential or desirable	Measured by
Qualifications		
Qualified Teacher Status/Qualified Teacher Learning & Skills	E	A
Appropriate leadership and management training, qualification or accreditation e.g. NPQH	E	A
Safeguarding training at appropriate level for post	E	A/I
Evidence of further study, action research, significant curriculum development or school improvement	D	A
Experience and Knowledge		
Recent and successful experience (at least 3 years) as a senior leader in special or secondary school	E	A
Knowledge and experience in managing the full range of special educational needs including ASD/SLD and SEMH	E	A/I
Knowledge and understanding of special and secondary education including current national policy framework and initiatives	E	A/I
Successful experience of leading school improvement and raising achievement	E	A/I
Planning, determining and organising major curriculum areas	E	A/I
Knowledge and experience of initiating and implementing strategies to embrace multi-agency partnership working to raise the profile of the school	E	A/I
Experience of organisational and financial management including budget responsibilities	D	A/I
Evidence of successfully leading and managing change in pursuit of strategic objectives which are translated into action plans	E	A/I
Experience of using assessment data to track and analyse student progress and setting targets for improvement, as well demonstrating impact of students that are operating on pre-national scales	E	A/I

Successful experience of coaching and mentoring colleagues to achieve continuous improvement	D	I
In-depth knowledge and understanding of safeguarding legislation and statutory guidance	E	I
Knowledge and experience of preparing and participating in school inspections	E	I
Application of new technologies to teaching, learning and management	D	A/I
Record of working collaboratively with governing bodies/boards including producing and presenting information to support them in their governance role	E	I
Practical Skills		
Exemplary special or secondary school teaching practitioner with ability to raise and maintain high standards	E	A/I
Ability to think strategically and articulate a clear vision for the future of the school which is implemented through managed and monitored action plans	E	A/I
Ability to build and support a high performing team, holding staff to account for their performance	E	I
Excellent interpersonal skills with a variety of audiences	E	I
Be an inspiring and motivating role model for staff, children and the wider community	E	I
Ability to enhance parent/carer engagement to support children's learning	E	A/I
Ability to maintain a positive approach under pressure, meeting deadlines and being able to reprioritise when required	E	I
Ability to understand and appreciate the school's current strengths and be open to, and generate, new ideas to develop and improve	E	I
Ability to work on own initiative and with a team, being willing to undertake professional duties at short notice when the need arises	E	I
Personal Skills		
Ability to form and maintain appropriate relationships and personal boundaries with young people and being committed to the welfare and safeguarding of young people	E	A/I
Resilient and reliable leader with strong motivation and drive who is committed to the development of young people and staff	E	A/I
Be approachable and have personal presence with the ability to gain confidence of colleagues and school community and engage in school activities	E	I
Able to gain credibility and respect of colleagues quickly to establish productive working relationships	E	I
Handles sensitive issues constructively to avoid or resolve conflict quickly, ensuring inclusion, addressing diversity and access	E	A/I

Demonstrates integrity, professional courtesy and role models' high standards of behaviour	E	I
Self-reflective with commitment to own personal and professional development and that of all staff	E	A
Commitment to open, collaborative style of management welcoming discussion and encouraging engagement	E	A/I
Able to work effectively with the physical and financial resources available	E	I

In addition to the personal skills set out in the person specification, leaders in Endeavour Multi Academy Trust are expected to demonstrate the Ethical Framework for Educational Leadership based upon the seven principles of public life. These are called the Nolan Principles:

Selflessness School and college leaders should act solely in the interest of children and young people.

Integrity School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

Objectivity School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

Accountability School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

Honesty School and college leaders should be truthful.

Leadership School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Appendix 1

Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead to:

- Act in accordance with the schools [safeguarding policy](#)
- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children including Online safety, effectively and that this is kept up to date by refresher training at three yearly intervals and regular updates and bulletins
- Ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their contract including the schools code of conduct
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children
- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that the Head of School is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an Early Help Assessment or refer to Children, Schools and Families social care.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision
- Submit reports to, ensure the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns,
- Discuss with new parents the role of the DSL and the role of safeguarding in the school.
- Make parents aware of the safeguarding procedures used and how to access the Safeguarding policy. This is through our school website.
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Ensure child protection records for pupils whom move school are forwarded and a discussion with the receiving schools DSL takes place where necessary.