

### Job Description

<b>Job title</b>	Headteacher	<b>Job family</b>	Education & Children's Services
<b>Reporting to</b>	Principal	<b>Job code</b>	
<b>Location</b>		<b>Evaluation Date</b>	

#### Job Purpose

#### **"Make a Difference to Young People"**

To provide vision, professional leadership, management and direction for the school, promoting a secure foundation from which to achieve continuous improvement and high standards in all areas of the school's work.

To establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all children through a culture of excellence, equality and high expectations.

To lead and manage both employees and resources to ensure high standards of learning and school are achieved within the school, exceeding regulatory standards.

To manage the budget of the school and ensure the business remains viable and to meet and exceed the key performance indicators for people, quality and performance.

Key focus on:

- Safety
- Providing a quality service to the young people
- Employee engagement
- Safe recruitment
- Supporting the development and learning of employees in the team
- Ensuring that the service is financially sustainable including by safely supporting new referrals into the service and managing costs appropriately

## Responsibilities

### Qualities and knowledge

- Hold and articulate clear values and moral purpose focused on providing a world-class education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and employees, and towards parents and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the vision, ably translating local and national policy into the school context.
- Communicate compellingly the vision and drive the strategic leadership, empowering all pupils and employees to excel.

### Pupils and Employees

- Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in employees for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Ensure that all employees understand their role, so that they are able to undertake their duties and responsibilities to a consistently high standard in the normal course of their duties.
- Maintain a positive working environment.
- Recruit high calibre employees that demonstrate our values and behaviours and delivery consistently high quality schools.
- Drive a high engagement culture through great leadership, coaching, development, recognition and communication to retain our people and create an ethos within which all employees are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Robust performance management, including supervision and appraisals, holding all employees to account for their professional conduct and practice.
- Identify and pursue training and development needs to drive succession and talent management of our people, identifying emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard.
- Manage people matters and challenging situations, such as discipline, grievance, capability, and absence.

### **Systems and process**

- Ensure that systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Comply with all statutory / legislative requirements.
- Comply with the Company's policies and procedures and all other relevant supplementary instructions.
- Meet legislative and Company Health and Safety standards.
- Provide a safe, calm and well-ordered environment for all pupils and employees, focused on safeguarding pupils and developing exemplary behaviour.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all employees, addressing any under-performance, supporting employees to improve and valuing excellent practice.
- Welcome strong governance– in particular setting the strategy and being accountable for pupil, employees and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### **The self-improving education system**

- Create outward-facing school which work with other organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals, colleagues in other education schools, parents/carers to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all employees.
- Model entrepreneurial and innovative approaches to improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others- within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

### **Personal and Professional Conduct**

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a head teacher's career:

- Demonstrate consistently high standards of personal and professional conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.

- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Show tolerance of and respect for the rights of others.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### Knowledge / Education / Skills

#### **Knowledge**

Knowledge of working with young people with special needs.

#### **Education**

Fully qualified experienced teacher with relevant post-graduate qualification together with a sound understanding of the current legislation and statutory regulations relating to education and care.

#### **Skills**

Proven people leadership and management skills within an education setting, including motivating, directing, delegating.

Proven organisational skills.

Proven financial management skills.

### Experience

At least 2 years' experience of working within a relevant environment involving leadership and management responsibilities for education schools and classroom facilities. Appropriate experience of working with young people with special needs.

## Communication

Excellent verbal and non-verbal communications including awareness of impact of communication on desired audience. Can flex communication style dependant on situation and message.

## Responsibility

### **Employees**

Full managerial responsibility for an education team of varying size depending on school consisting of senior and classroom teachers and educational support workers which will include responsibility for the overall development and discipline of the education team. Working with other members of the Senior Management Team will take joint deputising responsibility in Principal's absence.

### **Budgets & Equipment**

SMT responsibility for the annual budget planning process and takes responsibility for the day to day financial management of the education provision taking into account individual agreed plans for learners and young people, requirement for equipment, facilities, etc. Shared responsibility for the residential site/s on day to day and out of hour's basis. Shared responsibility for the care and security of equipment and consumables on site.

### **Information**

Shared responsibility for the confidentiality, security and accuracy of records, data and information. Ensuring good quality documentation, which meets the regulatory and statutory requirements.

## Working Environment

The educational and social challenges experienced by Learners and Young People may, at times, give rise to unusual or anti-social behaviour which can be very emotionally and physically demanding.

Upholding the Company Behaviours	
Demonstrate in this section how the role will evidence and support the Company Behaviours	
Behaviour	Responsibility to evidence
Putting People First	<b>Management</b> <ul style="list-style-type: none"> <li>Analytical</li> <li>Delivers a compliant and quality driven school</li> <li>Solution focussed</li> <li>Risk aware</li> <li>Innovative</li> <li>Engaged</li> <li>Willing to Learn</li> </ul>
Being a Family	<b>Leadership</b> <ul style="list-style-type: none"> <li>Motivational</li> <li>Accountable</li> <li>Outcomes driven</li> <li>Inspirational</li> <li>Takes Ownership</li> </ul>
Acting with Integrity	<b>Values</b> <ul style="list-style-type: none"> <li>Respecting others</li> <li>Awareness of Culture</li> <li>Trustworthy</li> <li>Belief</li> <li>High expectations</li> <li>Openness</li> </ul>
Being Positive	<b>Emotional</b> <ul style="list-style-type: none"> <li>Resilient</li> <li>Empathetic</li> <li>Reflective</li> <li>Confident</li> <li>Self Aware</li> <li>Determined</li> </ul>
Striving for Excellence	<b>Vision</b> <ul style="list-style-type: none"> <li>Aspires to excellence</li> <li>Desires continuous improvement</li> <li>Clarity of thought and expression</li> <li>Focussed</li> <li>Aspirational</li> <li>Is clear about and can communicate the "vision"</li> <li>Wants to leave a legacy</li> <li>Committed to excellence</li> </ul>

***Please note that you may be expected to undertake other duties and responsibilities as appropriate to the role.***