**Head Teacher Cloughside College**



**JOB DESCRIPTION**

Salary: Leadership Scale range L14-L20 plus Secure Unit Allowance

In addition to the criteria set out below, this post is linked to the National standards of excellence for Head Teachers (January 2015) which are set out in four domains:

* Qualities and knowledge
* Pupils and staff
* Systems and process
* The self-improving school system

**1. STATUTORY REQUIREMENTS**

1.1 To carry out professional duties in accordance with, and subject to, the overriding requirements, general functions and consultation as defined in the relevant section of the current School Teachers’ Pay and Conditions Document (the Document).

1.2 To implement the provisions of the relevant Education Acts and fulfil the requirements of current Child Protection legislation and Safeguarding Guidelines.

**2. MAIN RESPONSIBILITIES**

2.1 To meet the College’s Aims:

* To provide an educational facility where learners are supported and encouraged to achieve their potential whilst not feeling anxious or under pressure to do so;
* To create and maintain an environment where learners may be stretched, but not threatened;
* To be a place where learners are expected and encouraged to work and learn to the best of their ability;
* To promote appropriate standards of behaviour in College;
* To support teachers in calling upon patience, empathy, resourcefulness, and self-assurance in the delivery of the curriculum and in addition ensure teachers facilitate a positive and non-threatening learning environment;
* To ensure education is part of the overall treatment of the child and that the College is an essential component of the hospital’s facilities.

2.2 To work with the Governing Body and others to create a shared vision and strategic plan which inspires and motivates learners, staff and all other members of the College and hospital community.

2.3 To be responsible for a wide range of managerial and professional decisions required in the development and day to day management of the College and its resources.

2.4 To ensure that improvement planning supports and develops the College’s ethos and aims, reviewing the Plan annually with staff and Governors.

2.5 To be responsible for the effective management and continuous improvement in standards of education and the development of the College and its resources.

2.6 To ensure that the College’s systems for self review and evaluation are effective and accurately identify the College's strengths and areas for development.

2.7To maintain a strong partnership (wherever possible) with each learner's home education provision to ensure good achievement, progress and wellbeing.

2.8 To ensure the College’s policies are regularly reviewed and updated, and that the Governors are fully involved in the process. Monitor, evaluate and review the effects of the College’s policies, priorities and targets on standards and quality, and take follow-up action as necessary.

2.9 To work creatively in partnership with Greater Manchester Mental Health NHS Foundation Trust multi-disciplinary teams to ensure the best possible access to educational provision across the learners’ age and ability ranges.

**3. ACCOUNTABLE TO THE GOVERNING BODY**

3.1 To advise and assist the Governing Body of the College in the exercise of their functions including (without prejudice to any rights the Head Teacher may have as a Governor of the school) attending meetings of the Governing Body.

3.2 To work with the Governing Body to promote equal opportunities.

3.3 To make such reports to the Governing Body as they may properly require either on a regular basis or from time to time.

3.4 To report to the Governing Body termly on the appraisal and professional development of all teachers at the College.

3.5 To advise the Governing Body on the adoption of effective procedures to deal with staff competencies and keep the Governing Body informed of the general operation of such procedures.

3.6 To advise the Governing Body on the formulation and adoption of the College’s Pay Policy and review it annually.

**4. LEARNERS**

4.1 To be responsible for the development of a curriculum within the context of the National Curriculum and Post 16 learning, appropriate to the needs and aptitude of the learners and their future progression.

4.2 To ensure the academic, emotional and psychosocial needs of the learners are met.

4.3 To ensure the curriculum is adapted to meet the needs of young who have experienced mental health challenges and have been hospitalised, so that it is creative, imaginative and motivating, working alongside the hospital’s recovery model

4.4 To take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of learners.

4.5 To ensure a consistent and continuous college-wide focus on learners’ achievement, using data and benchmarks to monitor progress, development or achievements in every child’s learning, dependent on medical circumstances.

**5. THE STAFF**

5.1 To be responsible for, and implement, the recruitment and selection policies of the College, in conjunction with the Governing Body, and in accordance with Safer Recruitment Guidance.

5.2 To allocate particular duties to staff (including such duties of the Head Teacher that may be properly delegated to a Deputy Head Teacher or other member of staff) in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities.

5.3 To ensure that teachers at the College receive information and training they need to carry out their professional duties effectively.

5.4 To be responsible for the monitoring and appraisal of staff, to support and address any underperformance proving support as necessary.

* 1. To inspire staff to improve the quality of education provided and standards achieved and ensure that excellent relationships are formed between staff and learners.
	2. To ensure the College embraces diversity and effectively promotes equality of opportunities for staff and learners.
	3. To build and sustain a learning community with a strong staff team.

**6. OTHER AGENCIES**

6.1 To work in partnership with multi-agency staff from the hospital and other key agencies to support the progress of the College learners.

6.2 To have a vision to look for opportunities to support education provision across the hospital site.

6.3 To liaise with professional associations, maintaining relationships with organisations representing the staff of the College.

6.4 To establish and maintain good relationships through sound communication and consultation procedures both within the College and with all appropriate agencies including the governors, parents, hospital staff and Bury Local Authority.

6.5 To work in partnership with other schools locally and nationally, through The Hospital Schools network, to shape developments at the College and wider.

**7. RESOURCE AND TIME MANAGEMENT**

7.1 To manage, monitor and review the use of all available resources, to meet the objectives of the College Improvement Plan, in order to improve the quality of education, improve learners’ achievements and secure value for money.

7.2 To be responsible for financial systems and administration arrangements.

7.3 To produce, in conjunction with the Governing Body, an annual budget for the College, setting appropriate priorities for expenditure and allocation of funds accordingly.

7.4 To determine the effective and efficient use of the accommodation and ensure high quality accommodation standards are maintained, in liaison with Greater Manchester Mental Health NHS Foundation Trust.

**8. HEALTH AND SAFETY**

8.1 To undertake responsibilities as defined in the College’s Health and Safety Policy.

8.2 To ensure that risk assessments are in place and are reviewed as required including before sanctioning any potentially hazardous activity.

8.3 To ensure that College Staff adhere to the Health Trust’s Security arrangements which apply to the respective units.

8.4 To ensure that staff are adequately trained in the management and support of the young people in their care e.g. prevention and management of violence and aggression training, safeguarding training

8.5 To ensure that the College provides a safe and secure environment for all learners and staff in accordance with statutory Greater Manchester Mental Health NHS Foundation Trust’s safety regulations, and other statutory guidance.

**9. SPECIAL CONDITIONS OF SERVICE**

9.1 The College and Governing Body are committed to safeguarding and promoting the welfare of children and young persons and the Head Teacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

9.2 Due to the nature of the post candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exception) Order, 1975. Candidates are required to give details of any convictions on their application form and are expected to disclose such.

**10. REVIEW OF JOB DESCRIPTION**

This job description may be amended after discussion with the Head Teacher and will be reviewed annually in line with the Head Teacher’s Performance Review, when key tasks related to the College’s priorities and the Head Teacher’s development are determined.

To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

#### CLOUGHSIDE COLLEGE



#### APPOINTMENT OF HEAD TEACHER

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Measured by:** 1. **Application Form**

**b) Letter****c) Interview** |
| **QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT**  |
| 1. Qualified teacher status or Qualified teaching and learning status | ✓ |  | a |
| 2. Participation in a range of in-service training relevant to the post of Headteacher within the last 3 years  | ✓ |  | a |
| 3. Recognised degree or equivalent | ✓ |  | a |
| 4. Holds an additional professional qualification or higher degree e.g. NPQH |  | ✓ | a |
| 5. Knowledge and/ or experience of working in a Mental Health setting |  | ✓ | a  |
| 6. Has successfully undertaken approved safer recruitment training or has a planned commitment to do so | ✓ |  | a & b |
| 7. Has successfully undertaken Prevent Duty training or has a planned commitment to do so | ✓ |  | a & b |
|  |
| **MANAGEMENT AND TEACHING EXPERIENCE** |
| 8. Significant teaching experience within the secondary phase  | ✓ |  | a |
| 9. Experience of teaching post-16 |  | ✓ | a |
| 10. Experience of working with a special school/ college setting |  | ✓ | a |
| 11. Significant & successful experience as a member of a senior leadership team  | ✓ |  | b & c |
| 12. Experience of school improvement planning - implementation, monitoring and evaluation. | ✓ |  | b & c |
| 13. Experience of effective joint working with health and social care agencies  |  | ✓ | b & c |
| 14. A proven track record of improving students’ school performance | ✓ |  | b |
| 15. Leadership of curricular development and innovation  | ✓ |  | b & c |
| 16. Monitoring and evaluating staff and student performance | ✓ |  | b & c |
| 17. Experience of motivating and encouraging individuals and teams  | ✓ |  | b & c |
| 18. Teaching pupils with emotional and mental health difficulties  |  | ✓ | a, b & c |
| 19. Experience of managing a school budget |  | ✓ | b & c |
| 20. Experience of implementation of human resource policies and procedures |  | ✓ | b & c |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Measured by:** 1. **Application Form**

**b) Letter****c) Interview** |
| **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**  |
| 21. Whole school leadership and management including the role of Governors and parents | ✓ |  | b & c |
| 22. Current educational issues, including national policies, priorities and legislation | ✓ |  | b & c |
| 23. Strategies for improving the quality of teaching and learning | ✓ |  | b & c |
| 24. School self-evaluation, including the use of comparative data leading to school improvement | ✓ |  | b & c |
| 25. Strategies to meet the needs of learners of all abilities | ✓ |  | b & c |
| 26. A commitment to equal opportunities and inclusion | ✓ |  | b & c |
| 27 .Knowledge of reviewing, developing and amending the curriculum to meet the needs of all students including those on short-term placements | ✓ |  | b & c |
| 28. Knowledge and understanding of the financial management of schools | ✓ |  | b & c |
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| **PERSONAL SKILLS AND ATTRIBUTES** |
| 29. Effective leadership skills at whole school, group and individual level | ✓ |  | b & c |
| 30. Effective written and verbal communication for a wide range of audiences | ✓ |  | b & c |
| 31. A commitment to a high level of pastoral care and an ability to manage pupil behaviour effectively | ✓ |  | b & c |
| 32. A highly motivated reflective team leader who is approachable and promotes positive relationships with pupils, staff, governors and parents | ✓ |  | b & c |
| 33. The ability to prioritise time and resources effectively | ✓ |  | c |
| 34. The ability to identify strengths and areas for development, building on good practice | ✓ |  | b & c |
| 35. The ability to build and develop links between college, the Health Trust and the wider community | ✓ |  | c |
| 36. A commitment to the promotion of Cloughside and profile-raising activities | ✓ |  | c |
| 37. Competent IT skills including the use of management information systems  | ✓ |  | b & c |
| 38. A willingness to support (and join in where appropriate) leisure activities. | ✓ |  | b & c |
| 39. The maintenance of personal resilience during challenging times  | ✓ |  | b & c |

**Supporting Letter**

Please enclose a supporting letter of no more than **four** sides of A4 paper (Arial, minimum font size 12) providing evidence in relation to the elements marked b) in the person specification.

*Cloughside College is committed to safeguarding and promoting the welfare of children and young people. This post is subject to an enhanced DBS check.*