KEY RESPONSIBILITIES

**Domain One**

**Excellent headteachers: qualities and knowledge**

*Headteachers:*

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

5. Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context.

6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.

**Domain Two**

**Excellent headteachers: pupils and staff**

*Headteachers:*

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.

2. 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.

3. 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.

4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

6. Hold all staff to account for their professional conduct and practice.

KEY RESPONSIBILITIES

**Domain Three**

**Excellent headteachers: systems and process**

*Headteachers:*

1. Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

2. As the designated safeguarding lead for the school (DSL) provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

5. 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.

6. 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.

**Domain Four**

**Excellent headteachers: the self-improving school system**

*Headteachers:*

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

3. 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.

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education.

PERSON SPECIFICATION

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Essential****or****Desirable** | **Determination from** |
| **Application** | **Interview** | **References** |
| **Qualifications & Knowledge** |  |  |  |  |
| Qualified Teacher Status | E | ✓ |  |  |
| Degree or equivalent | E | ✓ |  |  |
| NPQH Award  | D | ✓ |  |  |
| SEN related additional qualification/accreditation | D | ✓ |  |  |
| Secure knowledge of statutory duties on safeguarding and equalities | E | ✓ |  |  |
| Understanding of strategic financial planning, funding and budgetary management and their contribution to school improvement and pupil achievement | D | ✓ |  |  |
| Secure knowledge of statutory curriculum requirements, legislation and national initiatives, including in relation to SEN | E |  | ✓ |  |
| A strong understanding of how to enable the emotional, social and behavioural development of pupils with a broad range of SEN and keep them safe | E | ✓ | ✓ |  |
| A strong understanding of a broad, balanced and relevant curriculum for our pupil range, age and stage | E | ✓ | ✓ |  |
| **Professional Development** |  |  |  |  |
| Evidence of recent leadership and management professional development relevant to the role of head teacher with positive impact | E | ✓ |  |  |
| Has successfully undertaken appropriate Child Protection & Safeguarding training | E | ✓ |  |  |
| **School Leadership and Management Experience** |  |  |  |  |
| Significant successful leadership role in a special school setting | E | ✓ |  |  |
| Recent successful leadership as a Head Teacher, Deputy Head, or Assistant Head Teacher | E | ✓ | ✓ | ✓ |
| Senior leadership role in safeguarding | D | ✓ |  |  |
| Proven impact of leadership in school self-evaluation processes and of leading priorities within the strategic school improvement plan | E | ✓ | ✓ |  |
| Proven record of inspiring and influencing others within and beyond school with positive impact for young people with SEN[D] | E | ✓ | ✓ |  |
| Experience of developing and leading change successfully | E | ✓ | ✓ |  |
| Evidence of effective collaborative partnership working with other agencies and educational settings | E | ✓ | ✓ |  |
| Effective use of cohort/whole school data for pupil target setting, tracking and assessment | E | ✓ | ✓ |  |
| Experience of working with governors and school improvement partners with positive impact | E | ✓ | ✓ |  |
| Evidence of commitment to the health and wellbeing of pupils; with the ability to challenge effectively in their best interests | E | ✓ | ✓ | ✓ |
| Proven track record of removing barriers and promoting successful inclusion of children and young people | E | ✓ | ✓ | ✓ |
| Experience of developing practice in ensuring positive management of behaviours that challenge | E | ✓ | ✓ | ✓ |
| Successful track record of developing the performance of staff through effective performance management | E | ✓ |  |  |
| **Leadership Skills** |  |  |  |  |
| Able to develop and sustain effective collaborative partnerships which support and inform the strategic vision for the school, securing improvement | E | ✓ | ✓ | ✓ |
| Able to ensure an outward looking school which works with others to champion best practice and to enable pupils to achieve the ambitions which they and their families have for their lives | E |  | ✓ |  |
| Able to identify opportunities, make connections and lead innovation which promote pupils’ learning for life | E |  | ✓ |  |
| Able to ensure effective CPD for staff that recognises potential and secures improvement  | E | ✓ | ✓ | ✓ |
| Has excellent communication and interpersonal skills with all stakeholders, including written and verbal communication skills, which will be assessed at all stages of the process | E | ✓ | ✓ |  |
| Able to build effective relationships with pupils, parents, staff; governors and other stakeholders | E | ✓ | ✓ |  |
| Has good analytical skills with the ability to listen actively; reflect and use good reasoning to inform actions, including in emotionally charged situations | E | ✓ | ✓ |  |
| **Personal Qualities** |  |  |  |  |
| Passionate about enabling all pupils to overcome challenges and experience success | E | ✓ | ✓ | ✓ |
| A commitment to pupil and parent/carer voice | E | ✓ | ✓ |  |
| Leads by example with integrity, creativity, resilience and clarity | E | ✓ | ✓ | ✓ |
| A ‘people’ person who actively enjoys communication with the different stakeholders in the school community (including listening to and inspiring pupils, staff, parents and the wider community) | E |  | ✓ | ✓ |
| Flexible leadership style, being ‘hands on’ when required, balanced with knowing when to delegate | E | ✓ | ✓ | ✓ |
| Demonstrate a capacity for sustained hard work with energy and enthusiasm | E |  | ✓ | ✓ |
| Able to take a dynamic approach to the changing needs of the school population | E |  | ✓ | ✓ |
| Solution focussed and positive | E | ✓ | ✓ | ✓ |
| Ability to deal sensitively with people & resolve conflict | E | ✓ | ✓ | ✓ |

**AVALON SCHOOL**

**AIMS**

 **Learning environment**

* High challenge and high achievement
* Learning opportunities which are fun and engaging
* Pupils inspired to learn
* Partnership working, with pupils and parents in particular, maximising each pupil’s opportunities for success.

 **Pupils**

 **We aim for all our pupils**

* to learn skills for life, work and leisure
* to learn to communicate effectively, express emotions appropriately and interact positively
* to learn to make healthy positive choices for themselves

 **We aim for all our pupils**

* to develop strategies for problem solving and become increasingly independent
* to develop spiritually, becoming reflective, creative individuals
* to develop their participation as citizens of a local, national, global community

 **We aim for all our pupils**

* to become motivated, enthusiastic lifelong learners who achieve highly
* to become confident, sociable, well rounded individuals who are considerate and respectful towards others regardless of difference