**MEREFIELD SPECIAL SCHOOL**

**HEADTEACHER JOB DESCRIPTION**

**Grade:** Leadership Group 5 L26-30

**Responsible to :** The Governing Body of Merefield Special School

**Summary:**

* The Headteacher is expected to meet the current National Standards for Headteachers at all times
* The Headteacher will provide professional leadership for Merefield Special School in order to secure its continual improvement and success
* By working with the whole community and stakeholders through the day-to-day operation of the school, he/she will ensure that all of the pupils benefit from the highest quality of educational provision in order to fulfil their full potential
* The Headteacher will ensure that Merefield Special School provides a protective environment for everyone, where safeguarding is of the highest priority

**Vision and Ethos:**

* We strive for the development of confident, motivated and independent learners in a sociable, safe and accessible environment supported by partnership working between the school, parents/carers and other agencies

**Purpose of the job:**

To be the strategic lead professional at Merefield Special School. The Headteacher will provide vision, ambition, leadership and direction, ensuring it is managed and organised by working strategically with all partners and stakeholders to build on the excellent provision that already exists.

To be a professional role model for all within our learning community. The Headteacher will lead by example, driving the professional conduct and practice of all staff to secure a climate within which the highest possible standards are an expectation, both within and beyond our school.

*This job description is based on the National Standards for Headteachers and is subject to annual review*

**Main Duties and Responsibilities**

* To be the lead professional and positive role model within our community
* To work to an agreed vision, underpinned by clear values which will be evident throughout the school
* To have direct impact in raising achievements to the highest level for all pupils through uncompromising high ambition
* To lead by example in determining the professional conduct and practice of all staff to achieve the highest standard
* To be a positive role model in helping others recognise difference and respect cultural diversity
* To have ambition and seize opportunities for the school to share good practice and expertise and learn from others
* To promote and safeguard the welfare of all pupils within the school by ensuring that the school’s policies, procedures and practice relating to safeguarding are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents/carers and others feel able to raise concerns
* To act as the Designated Safeguarding Lead (DSL)

**The Headteacher of Merefield Special School is expected to act within the remit of the following four domains of the Headteacher Standards at all times and uphold the qualities and values they describe:**

1. **Qualities and Knowledge**

*The Headteacher will:*

* Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils of Merefield Special School
* Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and towards parents/carers, governors 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 you
* Sustain wide, current knowledge and understanding of special education and school 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 school’s vision, ably translating local and national policy into the schools context
* Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel
1. **Pupils and staff**

*The Headteacher will:*

* 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
* 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 of sharing best practice both within and between school, drawing on and conducting, relevant research and robust data analysis
* Create an ethos within which all staff recognise that they are accountable for the successes of the school and are motivated and supported to develop their own skills and subject knowledge, and to support each other
* Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
* Hold all staff to account for their professional conduct and practice
1. **Systems and process**

*The Headteacher will:*

* 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
* Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and staff at all times
* 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
* Welcome strong governance and actively support the governing body 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
* Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets, resources and accommodation, in the best interests of pupils’ achievements and the schools’ 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
1. **The self-improving school system**

*The Headteacher will:*

* Create an outward-facing school which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils
* Develop effective relationships with fellow professionals and colleagues in other public services 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, empirical 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 for all staff
* Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability
* Inspire and influence others – both within and beyond Merefield Special School – to believe in the fundamental importance of education in children’s and young people’s lives and to promote the value of education

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time and will in any case reviewed annually.

The Headteacher will undertake any other duties, which from time to time may be required and be relevant and commensurate with the post as deemed necessary by the Governing Body.

This Job Description should be read in conjunction with:

1. The Teachers’ Standards – Guidance for school leaders, school staff and governing bodies July 2011 ( introduction updated June 2013 )
2. The National Standards of excellence for Headteachers – Departmental advice for Headteachers, governing boards and aspiring Headteachers, January 2015