

Accountable to: Director of Education, Board of Governors for Royal School Manchester

Direct Reports: Senior Teachers, Lead School Administrator

Salary: £57,292 to £63,658 per annum

Hours: Full time 37.5 hours per week, 52 weeks per year

Disclosure level: Enhanced (Child and Adult barred list check)

Job Summary

- The Head of School is to provide professional leadership and management for the school that will promote a secure foundation from which to achieve high standards in all areas of the school's work.
- As the Head of School the post holder will work in partnership with care, outreach, family and clinical services within the Trust and with our external partners to ensure that all pupils benefit from a high quality of teaching and support at all times
- The post holder will demonstrate ambition and values in line with those of Seashell Trust so the all pupils fulfil their potential, set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain.
- As the Head of School, the post holder will lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff.
- The post holder will secure a climate for the exemplary support for positive behaviour of pupils. They will ensure that the safety and wellbeing of pupils is a priority at all times in accordance with legislation, central government guidance, regulations and standards and the policies and procedures of Seashell Trust.

About Seashell Trust

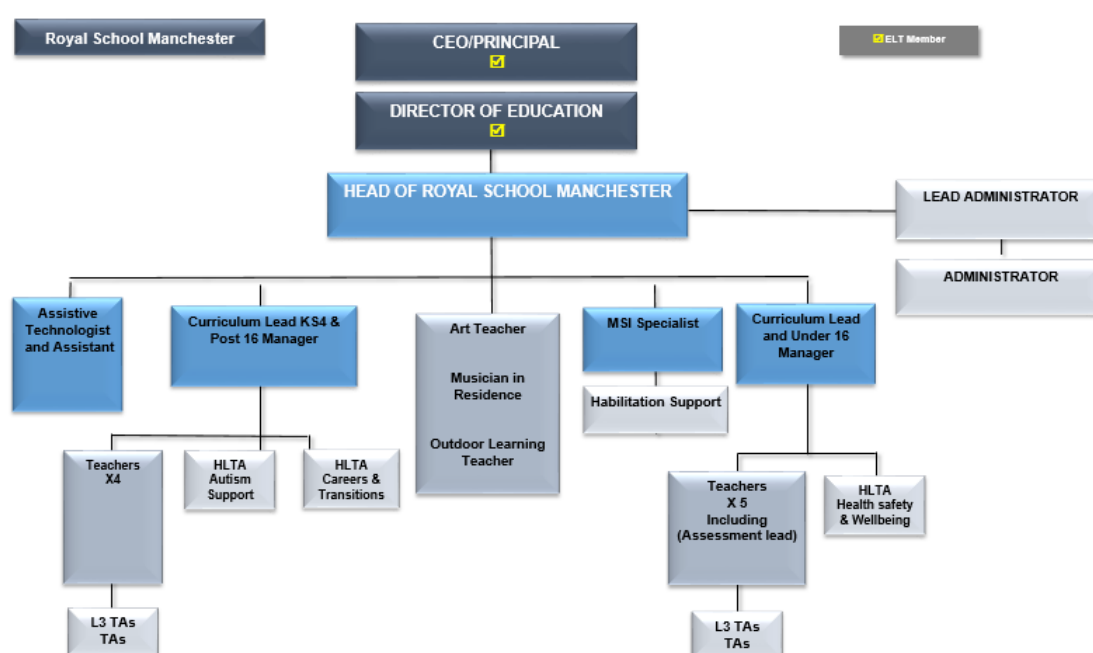
Originally founded in 1823, Seashell Trust is a charity dedicated to educating, caring for and developing communication in children and young adults with multi-sensory impairments and complex and severe physical and learning disabilities, which include little or no language or functional communication.

The school has an excellent track record of delivering outstanding education to children and young people with low incidence, high needs, achieving outstanding ratings in its last 3 Ofsted inspections. The school works alongside the specialist college Royal College Manchester, which shares the campus as well as the 17 new houses in a village setting on site for residential students or for those requiring a short break package. These homes are specifically adapted for children and young adults with a range of disabilities, and provide a pleasant living environment in a community setting.

Development of expertise and sharing resources to benefit children and young people with SEND is a priority of the Trust and we are very proud that in 2018 the school has joined Manchester Teaching School's Alliance, raising standards for education around Greater Manchester. The Trust was proud to support 'A Level Playing Field' project to bring more inclusive sports options to children in youth clubs across the country, and research projects into topics such as olfaction as a communication system, music for people with complex needs and 3D printing for independence continue to improve educational provision for learners around the country. The Transforming Lives Appeal was launched to support the transformation of the entire campus which started with a £10million investment to create the new homes and is planning to upgrade the school accommodation as the next major part of the project.

It has always been our belief that everyone – no matter their ability or disability – deserves to be able to communicate. It is only when we are able to express ourselves, understand other people and participate in making decisions that we are able to live truly safe, happy and fulfilling lives, and developing functional communication is key to unlocking a world of opportunity

Our vision is for the children and young people in our care to be safe, happy and to achieve the best possible best outcomes so that they are valued and valuable members of their communities.



School Structure Chart

Main Duties

Shaping the Future

- Establish and communicate a shared vision of the school.
- Use strategic thinking and planning to implement the vision and sustain school improvement.

- Demonstrate leadership which motivates, supports, challenges and inspires to create a positive and inclusive school community.
- Develop and implement the school business plan in consultation with key stakeholders and the Director of Education in line with the Trusts strategic priorities

Leading Learning and Teaching

- Determine a diverse, relevant, creative and inclusive curriculum with a focus on personalised learning.
- Use appropriate tools to assess, monitor and analyse pupils' progress and use this information to improve learning and teaching.
- Secure high expectations of achievement, attendance and behaviour and an ethos where all pupils are valued, can contribute and achieve success.
- Establish the school as a national leader in the field of ASD, physical, sensory and complex health needs, influencing and driving the direction of Special Educational Needs

Developing Self and Working with others

- Provide and encourage professional development and a work-life balance for all staff, including self
- Maintain and develop effective relationships and teamwork.
- Give responsibility, manage and review performance and take action when it is unsatisfactory
- Be self-motivated and well organised with the ability to manage time well whilst being ambitious for self and others
- Accept support from other including governors, ELT

Managing the School

- Establish clear school policies and practice, monitor and evaluate their impact.
- Work with appropriate departments to provide a safe, secure and healthy learning environment.
- Manage all aspects of the school's resources to achieve the school's aims and objectives.
- With Governors, senior colleagues and Head of Finance be responsible for the financial management of the school, set appropriate priorities for expenditure, allocation of funds and effective administration and control in line with strategic priorities for the Trust

- Work with governors, senior colleagues and HR Business Partner to recruit and retain staff of the highest quality
- Devise and agree an annual training plan to support professional development for all staff and meet individual and organisational priorities for skills.

Strengthening Community

- Build a school culture and curriculum that recognises and celebrates diversity and challenges prejudice.
- Work closely with internal partners in college, outreach, care services, health services in order to design and deliver consistent, high quality learning, care and support for all the children and young people
- Ensure a smooth admission and transition of students, which is a foundation for providing integrated education, health and care services within Seashell Trust
- Ensure that a student and parents/carers' voice is included in shaping delivery of waking curriculum
- Enhance the value of the school to a wider community and involve that community in enriching the learning and social experiences of children.
- Collaborate with other schools, agencies, and with parents and carers, to enhance pupils' enjoyment, well-being, achievement and personal development.
- Foster an inclusive community that creates a hub for lifelong learning and care for those with ASD, physical, sensory and complex needs of all ages

Foster and establish a research and development culture

- Contribute to the discussion and development of new research priorities
- Drive innovation and promote a scholarly approach to and collaborative practice in effective research- informed teaching and learning activity
- Create capacity within available resources through training and staff deployment to facilitate research projects
- Share good practice on an annual basis through staff conferences and external professional conferences
- Support the CEO and Executive Team in identifying both new opportunities for the individual services within the Directorate arising from changes in the external environment or internal innovation and potential threats and ways to respond to them.
- Define and lead service improvement projects within the service within agreed timeframes and financial targets.

Securing accountability

- Undertake school self-evaluation and use the outcomes to improve pupils' achievements.
- Work with ELT to define and support the responsibilities and accountabilities of staff, and governors.
- Present a clear account of the school's performance to all members of the school community.
- Overall responsibility for planning, designing, implementing and reporting on overall risk management process for the school area, including risk evaluation, comparing estimated risks with criteria established by the Trust such as costs, legal requirements and environmental factors, and evaluating previous handling of risks
- Conducting audits of policies and procedures and compliance to standards, including liaison with internal, external auditors and relevant regulator

General responsibilities

Additional Duties

To undertake any reasonable additional duties which you may be required to be undertake as requested by your line manager.

Equality, Diversity and Inclusion

Support all children and young people to develop skills that enable them to prepare for transition, participate in further education, supported employment and to live in households where they are supported to manage their income effectively.

To adhere to the Charity's policies and procedures on Equal Opportunities and Diversity.

Safeguarding

Take a lead role for safeguarding of all children and young people in the school
Undertake the role of Designated Safeguarding Officer
Undertake on-call duties in line with senior managers across education and care departments

All contact positions will be subject to an Enhanced Disclosure via the Disclosure and Barring Service (DBS) all employees are required to register and maintain an online update service DBS subscription.

Health and Safety

Ensure that all people at the school are not put at risk, through up to date workable policies that are understood and used

All employees must be aware of the responsibilities placed on them under the Health and Safety at Work Act (1974) and must follow these in full at all times, including ensuring that

they act in line with all agreed procedures at all times in order to maintain a safe environment for students, colleagues and visitors.

Infection prevention and control is everyone's responsibility all staff are required to adhere to the Trusts Infection Control Policy.

All offers of employment are subject to receipt of satisfactory medical information on our Medical Questionnaire and a satisfactory health assessment. The Trust requires certain information before employees start employment, to ensure that they will be able to perform the requirements of the job and give reliable service, and to ensure compliance with relevant Health and Safety regulations. The information is also required in order to establish whether any reasonable adjustments may need to be made to assist employees in performing their duties, in accordance with the Equality Act 2010.

All employees have a responsibility to keep their line manager fully informed of any health related issues that may affect them undertaking their day to day role.

Policies and Procedures

All staff are required to undertake an induction and familiarise themselves with the Trusts policies and procedures which can be found on our SharePoint page. You may be signposted to policies and procedures throughout the duration of your employment for example through probation period and subsequently in your supervisions which will be held on a regular basis with your line manager.

Confidentiality and Data Protection

All staff must maintain confidentiality of information about students and staff and meet the needs of the General Data Protection Regulation 2018 (GDPR) at all times. Staff must follow the Trusts Policies and Procedures in this area. Any confidential information gain by a member of staff in their role must not be communicated to other persons except where required in the recognised course of duty.

Right of the Child

To adhere to the guiding principles of the Convention of the Rights for the Child which include non-discrimination; adherence to the best interests of the child; the right to life, survival and development; and the right to participate.

Person Specification		
	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Qualified teacher status with practical understanding of curriculum design and current national developments. • Relevant further professional and managerial qualification. • Evidence of further appropriate and relevant Continuing Professional Development with particular focus on school leadership. • Specialist/mandatory qualification for SEN 	<ul style="list-style-type: none"> • BSL stage 1 • Active participant in relevant professional body • NPQH attainment is not essential but would be an advantage.
Experience	<ul style="list-style-type: none"> • Experience of leadership and senior management in an education setting • Evidence of successful experience in teaching SEN education at school level • Proven successful experience of working and managing team and managing change • Successful experience of management and leadership at Headteacher or senior management level in a special education setting. • Experience of working in collaboration with internal stakeholders and external partners including school, businesses, organisations to deliver excellent education services 	<ul style="list-style-type: none"> • Evidence of successful experience in developing education programmes that have an emphasis and link to research and development
Skills and knowledge	<ul style="list-style-type: none"> • Dynamic leadership that delivers outstanding education to students • Ability to demonstrate effective teaching and learning methodologies • A thorough knowledge & understanding of legislation relating to SEN and Disability Inclusion • Ability to analyse complex issues, summarise key concepts and present a balanced and clear opinion, both in a written and verbal format • Excellent interpersonal and communication skills and the ability to work effectively as an individual and as part of a team in an environment of competing priorities and deadlines • Ability to manage a team, workloads, organise work schedules and priorities in order to meet tight deadlines • Ability to lead and develop cross functional teams to operate successfully in high pressure and sometimes challenging environments 	

Personal Qualities	<ul style="list-style-type: none"> • Commitment to creating links and working in partnership with governors, families, the wider community and other stakeholders • Enthusiasm for close working with the Manchester Teaching School Alliance to support both mainstream and special schools. • Willingness and adaptability to respond creatively to change, maintaining an open and inclusive ethos for the school at all times. • Enthusiastic, inspirational, creative and motivational leader, able to operate effectively and think clearly under pressure in a changing and evolving environment. • Positive attitude towards and in promoting disability and inclusion, in relation to both pupils and staff members. • Commitment to a holistic approach to teaching and learning. • Commitment to promote spiritual, moral, social and cultural development in the school community. 	
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