

JOB DESCRIPTION

Executive Headteacher

Reporting to:	Chief Executive Officer (CEO)
Responsible for:	Assistant Executive Headteacher; Headteachers; Co-Heads of Service (Create in the Community); Head of Safeguarding; Head of Clinical & Therapy Services.
Starting Salary:	£94,960 - £103,956 per annum (TCES Salary Band 1)
Location:	TCES Central Services (Wimbledon) with regular travel to all TCES sites.
Contract and hours:	Permanent, 37.5 hours per week, Term time + 4 weeks

Context

Our vision is to be recognised as experts in Therapeutic Education, Health & Care solutions for children and young people (aged 7-19) with an Education, Health & Care Plan (EHCP). These children typically have Social, Emotional, or Mental Health (SEMH) needs or Autism Spectrum Condition (ASC), alongside complex co-morbidities that have created barriers to success in mainstream education. By creating positive opportunities and removing barriers to learning, we strive to enable our pupils to build on a platform for life-long learning and educational success, and life without labels.

The Executive Headteacher provides strategic leadership, defining and delivering the vision and objectives set by the Founder and Executive Board, in alignment with the strategic plan agreed with the Board of Governors.

They ensure that each school and service maintains a robust Self-Evaluation Framework (SEF) and School Development Plan (SDP), leading targeted support, embedding best practices, and evaluating impact. They create and support a collaborative, aspirational and innovative culture of pupil and staff learning across TCES, creating an eagerness for learning and a system of monitoring and intervention that enables all pupils and staff to thrive.

The Executive Headteacher is responsible for fostering strong partnerships with the Department for Education (DfE), Ofsted, and all Local Authorities (LA). They work collaboratively with staff to ensure all schools achieve and maintain at least a 'Good' rating in future Ofsted inspections. Setting high educational standards as well as behaviour for learning and pupil leadership and character standards in the organisation, they oversee and implement the Big-Picture and Five-Part curriculum and the broader pupil experience across all our provisions. They set and monitor targets in all key areas for pupil achievement.

They ensure the welfare and safety of all groups of learners, including their safeguarding, with each school and service upholding effective behaviour management strategies and monitoring, with the Heads: attendance, engagement and behaviour. Embedding collaboration, learning and joint working the Executive Headteacher ensures that leadership at all levels has a direct impact on strategic school development, pupil outcomes and effective business operations. Executive Head/s will ensure that TCES ethos and values are deeply embedded and visible amongst pupils and staff, and that the schools and services ensure all groups of pupils achieve.

Our vision, in line with our Social Enterprise mission, over the next 3 - 5 years, is to further expand our schools and services, to reach more young people across the UK, and to support them to re-engage with education, with TCES removing barriers to learning and supporting pupil achievement through high quality integrated therapeutic education services and provision. Our Executive Headteacher & Directors are responsible for driving that vision.

Job Purpose

Model and uphold the TCES philosophy through our **Six Models of Excellence** (The TCES Way) in addressing the complex needs of children and young people ensuring the highest standards of **safeguarding**

Drive the high **quality of education, leadership and management** within our schools and services, , ensuring measurable improvements in pupil outcomes. Collaborating closely & in partnership with our Executive Board and Board of Governors to improve life chances and outcomes for our pupils and young people.

Ensure high expectations for our exceptional neurodiverse pupils by providing a broad and ambitious curriculum, extensive qualifications, career pathways, work experience, and enrichment opportunities. Foster personal growth, leadership skills, and social-emotional development, empowering pupils to shape their identities and achieve success.

Ensure outstanding **Pupil Outcomes** through high-quality delivery against individual Education, Health & Care Plans (EHCP), with oversight of the company's education assessment process and quality assurance framework.

Hold Headteachers and Heads of Service accountable through robust performance management, providing the leadership and development support necessary for success.

Ensure schools and services are ready for any and all **stakeholder visits** including Ofsted, Local Authority and Governors.

The remit is broad and alongside driving the vision and ethos of TCES the primary focus is in building strong organisation-wide relationships and exceptional integrated services across education, health and care staff. This can only be successful as a model with a significant investment in staff wellbeing.

Main duties and responsibilities

In line with the [National Headteachers' Standards](#) carry out the duties of an Executive Headteacher as identified by the CEO and Board of Governors:

Culture and ethos

School culture

The Executive Headteacher is responsible for:

Developing and promoting the TCES Vision and Values, through the TCES Way and Six Models of Excellence.

Building high expectations by promoting a shared culture of self-reflection and personal development for all our pupils, young people and staff, to continuously develop life and leadership skills.

Ensuring consistency in educational and integrated service practices across TCES schools while evaluating and applying relevant strategic developments in education.

Ensuring staff create a safe, calm, orderly and positive environment in TCES schools and services, using TCES Attendance and Behaviour Toolkits consistently to deliver positive impact on the behaviour and attendance for all pupils.

Professional development

The Executive Headteacher will:

Work alongside the Director of People, Culture & Performances on the provision of all TCES education training for staff, including the continued development of the TCES in-house accredited training in Therapeutic Education and Group Process and our qualification sponsorship offer.

Ensure Continuous Professional Development (CPD) for staff has a clear link to the TCES Vision through the Big Picture Curriculum and the changing needs of the TCES Community.

Keep staff up to date in their understanding and delivery in relation to changes to SEN and the SEN Code of Practice.

In collaboration with the Head of Safeguarding, ensure all staff are up to date in their compliance, understanding and delivery of Safeguarding in line with the TCES Safeguarding policy and Keeping Children Safe in Education.

Curriculum and teaching

The Executive Headteacher is accountable for:

Teaching and learning

Enhancing the quality of therapeutic pedagogy across all teaching staff, with support from Heads, Deputy Heads, and Education Consultants.

Ensuring pupils' educational outcomes meet or exceed EHCP expectations, using data and benchmarks for continuous progress monitoring.

Identifying gaps and subsequent training needs within and across schools and services to improve the quality of teaching and learning.

Ensuring the setting and delivery of highly ambitious targets for our pupils and young people, rigorously evaluating progress across our schools and services.

Curriculum and assessment

Continually developing our unique TCES 5-part curriculum and Curriculum Guarantee offer, ensuring it meets the impact statements of our Big Picture Curriculum.

Ensuring the TCES Curriculum and Assessment strategy and policy is consistently implemented across the schools and services.

Overseeing all areas of the MIS for education, identifying and reporting on trends and next step actions.

Collaborating with Deputy Heads and LIFE Leads to continually develop the TCES LIFE curriculum (Leadership, Independence, Future Options, Employability and Empowerment) to ensure provision of increased numbers of Peer Mentors, Alumni Mentor Volunteers and Alumni Mentor Employees as part of a rigorous programme to meet the changing needs of our pupils and young people so they are prepared to be active and responsible citizens within their community.

Ensuring all TCES schools and services have inclusion, pupil leadership and group work interventions at the heart of its offer.

Oversee the delivery of the Positive Journey of Change: 'From Isolation to Independence.'

Post-16 and careers

Driving the delivery of leadership, management and coordination of the 'Preparation for Adulthood' agenda.

The Executive Headteacher will also:

Have oversight of the 14-16 Working L.I.F.E. programme, which includes work experience, apprenticeships & traineeships, college placements, Alumni Mentor programmes, and providing independence training and pupil personal development through the Post-16 LIVE LIFE programme.

Lead the strategic planning for the future post-16 college: 'TCES Leadership Academy.'

Be accountable for the delivery of multiple pathway choices for our exceptional neurodiverse young people, ensuring high-quality provision at each stage of their development into young adults.

Additional and special educational needs

Work closely with the Head of Clinical & Therapy Services to ensure the ***golden thread*** of therapeutic education is an integrated child-centric, clinical and inclusive provision, which enables our pupils and young people to learn and develop a range of skills regardless of their diagnosis.

Ensure integrated EHCPs are developed in a meaningful way that allows each of our pupils and young people to fulfill their individual potential.

Clinical, Family support and Safeguarding

Overseeing the Head of Clinical & Therapy Services and Head of Safeguarding, the Executive Headteacher is accountable for:

Clinical

The quality of therapeutic pedagogy of all staff directly involved with teaching and learning.

Identifying training needs within and across schools and services to improve the quality of teaching and learning.

Ensuring the setting and delivery of highly ambitious targets for our pupils and young people, ensuring our pupils' and young people's educational outcomes meet or exceed

expectations as written in their EHCPs, rigorously evaluating progress across our schools and services.

Work closely with the Head of Clinical & Therapy Services to ensure the golden thread of therapeutic education is an integrated child-centric, clinical and inclusion provision, which enables our pupils and young people to learn and develop a range of skills regardless of their diagnosis.

Ensure integrated EHCPs are developed in a meaningful way that allows each of our pupils and young people to fulfill their individual potential.

Ensuring that 'The Big Picture' and our unique 'Five Part Curriculum' are delivered to every single pupil in as differentiated a manner as possible

Ensuring a 'Team around the Child' (TAC) approach and expertise to the multi-disciplinary work we do internally and externally

Ensuring that TCES Group schools have inclusion and group work interventions at the heart of its offer.

Family support & Safeguarding

Utilising and further develop current strategic internal and external partnerships and establishing and developing new ones to achieve these aims.

Working in partnership with the schools and services to enable pupils to leave school as emotionally healthy independent learners with relevant qualifications and a commitment to life-long learning.

Assessment

Work closely with the Head of Safeguarding to embed and develop the school evaluation and assessment processes for therapy, family support and safeguarding.

Overseeing all areas of the MIS for integrated services, identifying and reporting on trends and next step actions.

Oversee continued development of the TCES LIFE curriculum (Leadership, Independence, Future Options, Employability and Empowerment) to ensure it meets the changing needs of our pupils and young people so they are prepared to be active and responsible citizens within their community.

Organisational effectiveness

Leadership and management

The Executive Headteacher will:

Oversee, maintain and continually develop quality standards of provision across TCES and implement these and other key linked improvement initiatives within each school and service.

Embed the TCES Way and its Six Models of Excellence, modelling best practices and ensuring all staff have a deep understanding.

Alongside the Founder, CEO and Commercial Board to translate the company vision & mission into strategic and operational objectives, linked to our Excellence Programme of Priorities and KPIs and set out in the Vision, Innovation and Priority documents (VIPs) and each SEF/SDP for each school and service

Work strategically with the Commercial Director and Finance Director to maintain commercial stability against increased competition as well as sustainable and targeted growth plans.

Alongside the People Team, ensure the accountabilities of senior leadership roles, in school/service and cross company, are clearly defined and agreed, understood across TCES and are subject to regular rigorous review and evaluation.

Work closely with Central Services departments to ensure support is differentiated and provided to each school and service in the most effective way.

School improvement

Provide tailored support and challenge to Headteachers / Heads of Services based on agreed priorities within school development plans and the TCES strategic direction.

Support leaders to robustly tackle under-performance at all levels across all schools and services.

Ensure all schools and services maintain Ofsted readiness and successfully navigate external accreditations.

Provide very short-term cover for a Headteacher or Head of Service in exceptional circumstances.

Undertake strategic planning for new or underperforming schools/services through the below three-phase plan:

1) **Assess the school/service's situation** by completing a 'rapid assessment' of the school's position, and ensuring basic robust systems of teaching and learning, behaviour and attendance, safeguarding and leadership and management are in place.

2) **Develop the work of the school/service** by taking a strategic lead and deploying the SST and internal specialists to address underlying weaknesses, develop the curriculum, build up staff skills and provide intense modelling and coaching of staff in delivering excellent teaching and learning, good assessment and performance management is in place.

3) **Create school/service and SST partnerships** between the head of a successful school/service and the new/underperforming school/service, together with defined SST support. This phase is enacted to offer strategic support and mentoring on the systems and processes that are required in a TCES school or service.

These systems and processes include: The TCES Way, the Inclusion Model, the Six Models of Excellence and our Big Picture and Five-Part Curriculum as well as our Excellence programme of KPIs and Priorities. All of this is underpinned by the TCES Community Values as well as the Code of Professional Conduct. This is not an exhaustive list.

Quality Assurance (QA)

Apply the '[European Commission's Quality Assurance for school development](#) – guiding principles for policy development on quality assurances in school education – 2020':

- Coherence;
- Professional learning communities;
- Trust & shared accountability;
- Support innovation;
- Shared understanding and dialogue;
- Networks;
- Building capacity for data;
- Different data for balanced view.

Embed a culture of quality assurance, guided by these 8 principles

Lead on the internal school and service QA processes and internal reporting, using data and its analysis to determine informed actions and link to the SEF and SDP.

Oversee the Peer Inspection processes and ongoing QA through regular half-termly audits, supplemented by School Support Team (SST) QA, reporting and data analysis; highlight to appropriate senior managers any high, medium and low risks as early as possible, providing solutions to mitigate and reduce risks.

Maintain QA systems and processes to measure school/service effectiveness and impact on all aspects of pupil outcomes, developing systems as required.

Embed a culture across all QA systems, processes and assessors to ensure that the six TCES Ofsted standards are continually assessed, measured and reported on by all.

Working in partnership

Leverage the expertise of specialists within TCES while serving as the lead representative on education policy and strategy.

Work with each Headteacher and Head of Service to enhance opportunities through partnerships between parents/carers, pupils, young people, staff, the local community, colleges, Trust partners, other schools and voluntary organisations.

Be involved in wider Government agendas through meetings with the Department of Education and Ofsted, as well as involvement in discussions over green papers to inform best practice nationally and the national agenda.

Governance & Accountability

The Executive Headteacher will:

Work strategically with the Executive Board and Board of Governors to deliver the annual Excellence Programme (TCES Priorities and KPIs) in order for the company to deliver high quality services to our pupils and young people.

Lead the Headteachers and Heads of Services in developing and articulating strategic and operational plans for a fully integrated Education, Clinical and Inclusion provision that is aligned with the TCES Way and our Community Values..

Develop the business strategy of individual schools and services including - the management of staff and financial resources and be accountable for integrated curriculum financial planning.

Work with the Company Business & Quality Assurance Manager to ensure adherence to all relevant quality standards, and ensure compliance with ISS regulations, health and safety policy, GDPR, and budgets.

Ensure accountability for all school and service reporting to the Executive Board and Board of Governors, providing data-driven insights to inform strategic decision-making.

Leadership & Management

Ensure that the roles, responsibilities, and accountabilities of senior leadership teams (across schools and services) are clearly defined, well-communicated, and regularly reviewed to maintain high standards and continuous improvement.

Additional Responsibilities

The Executive Headteacher will:

Commit to ongoing professional development by engaging in relevant training, leadership programmes, and sector-wide learning initiatives.

Be a member of the Operational and Executive Boards, representing education.

Frequently report on the progress of each school and service against the TCES Excellence Programme and its vision, strategy and intent; as well as risks associated with our schools and services, highlighting areas of concern and rising risks.

This job description is not exhaustive; additional duties may be assigned in alignment with key responsibilities. These will be determined by the CEO and Board of Governors and reviewed annually through the TCES Performance Management & Appraisal cycle, in consultation with the post-holder.

The post-holder must comply with all TCES policies and regulations, including the Code of Conduct, Safeguarding, Keeping Children Safe in Education (KCSIE), Health & Safety, TCES Values, and Equality & Diversity.

PERSON SPECIFICATION

Education and qualifications

Teaching qualification (QTS, QTLS or equivalent status).

NPQH or NPQEL qualification (D).

Relevant recent professional development for this post.

Recent experience

Substantial and relevant experience at Headteacher or Executive Headteacher level – ideally within a small multi-academy trust, or an equivalent leadership role overseeing multiple schools or services..

Previous responsibility for integrated education, health and care provision.

Direct relevant experience with children with neurodiversity, Special Educational Needs, preferably SEMH and ASC.

Experience in addressing challenges and opportunities in culturally diverse educational settings and communities.

Knowledge, Experience, Skills and Abilities in:

Strategic direction and shaping the future

Experience of successfully leading the implementation of multi-year strategic plans with measurable impact.

Ability to define, communicate, and implement a clear strategic vision for the schools and services and the strategic alignment of TCES's goals over the short, medium and long term.

Leadership

Proven ability to motivate, develop, and lead teams to achieve excellence in education and pupil outcomes.

Track record of leading by example to promote company vision and values by fostering a culture of high expectations and accountability.

Learning and teaching

Sound understanding of how children learn and effective teaching methods.

Evidence of sound knowledge of multi-agency working, including voluntary and community sectors.

Evidence of a clear understanding of inclusion and integrated therapeutic education provision.

Staff management and development

Ability to build and motivate strong teams that enable:

- All staff to carry out their respective roles to the highest standard;
- All staff to work effectively together to deliver improvement within the schools and across TCES.

Experience of recruiting (using safer recruitment practices), managing and developing all staff.

Supportive of continuing professional development and providing opportunities for growth and development of all staff and clear succession planning.

Demonstrated ability to build strong leadership pipelines and implement effective succession planning.

Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews.

Experience of promoting a culture of reflective practice and embedding training and coaching for staff to ensure safeguarding of pupils and colleagues is a priority

Organisation – managing of systems and resources

Effective track record in management of financial and human resources to achieve educational goals.

Experience of effectively setting and managing budgets, including setting priorities for expenditure, allocating funds and cost control.

Ability to demonstrate effective previous use and integration of a range of technologies to promote learning.

Experience of using ICT effectively for school management, curriculum development and pupil progress and to input into systems development for improved reporting and analysis of data.

Accountability

Ability to use monitoring and evaluation to improve the academic, spiritual, moral, social, emotional and cultural development of all pupils, and to make accurate judgements against agreed criteria.

Understanding of the statutory framework for education, SEND regulations, safeguarding responsibilities and the legal framework that underpins school management, and the ability to maintain compliance of these frameworks, and make accurate judgements against agreed criteria.

Ability to

Community

Ability to create and implement a parent involvement strategy that will ensure parents are:

- Involved with the schools and have confidence in the schools and the leadership;
- Well informed about the curriculum and pupil attainment and progress;
- Clear about the contribution that they can make to achieving the schools' targets for improvement.

Track record of effective links with communities in order to support learning and/or generate revenue.

Actively draws on the richness and diversity within the school communities to enhance learning opportunities.

Uphold and demonstrate the Seven Principles of Public Life at all times:

- selflessness

- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Safeguarding and Equal Opportunities

Evidence of a commitment to promoting the welfare and safeguarding of children.

Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school.

Personal attributes

Demonstrates emotional intelligence in leadership, fostering a positive and inclusive school culture.

Communicates effectively with self-awareness and social perception.

Adaptable to changing circumstances and new ideas.

Approachable and enjoys being highly visible to children and parents.

Demonstrates strong leadership presence, inspiring confidence and trust among stakeholders.

Demonstrates creativity and imagination to anticipate and solve problems.

Demonstrates good judgement.

Demonstrates commitment, reliability and integrity.

Demonstrates the ability to be resilient, robust and calm under pressure.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

The role will require frequent travel between TCES sites. Candidates must therefore be able to meet these transport requirements.

[D= Desirable]

March 2025