

JOB DESCRIPTION

The Special Partnership Trust: An ambitious, inspirational partnership of outstanding learning.

Job Title:	Headteacher
Salary/Range:	L18 – L24
Base:	Bosvena School, Bodmin
Responsible to:	CEO (Accounting Officer)
Direct Supervisory Responsibility for:	School based teaching and support staff
Important Functional Relationships: Internal/External	Pupils, parents, community, Trust wide staff, Trustees, Governors, Cornwall Council, multi-agency partners, ESFA, RSC, DfE,

Role Summary and Primary Purpose:

- The Headteacher will provide the vision, ambition, leadership and direction, ensuring the school is well managed and organised. Working strategically with stakeholders and partners the Headteacher will develop an outstanding provision, which will transform the educational and future life opportunities of all pupils.
- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils.
- Lead by example and with integrity, creativity, resilience, and clarity, drawing on your own learning, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

Main Duties and Responsibilities:

To provide strategic leadership and direction

- Working with Trustees and the Local Governing Body, to develop a vision, strategic objectives and implement the School Development Plan.
- Ensuring that the Trust vision, ethos and values are embedded in the school offer and clearly articulated, shared, understood and delivered throughout the school community.
- Delivering innovative curriculum development to support teaching and learning and levels of pupil achievement in accordance with the Trust expectations and OFSTED requirements.
- Enabling and ensuring the senior management team deliver high quality leadership within clear lines of accountability.
- Ensuring that resources are focused on teaching and learning and positive behaviour.
- Supporting the Trustees and Governors with the creation of new partnerships and opportunities.
- Being an effective ambassador and champion for the Trust and school by promoting its development and achievements locally and nationally.
- Ensuring that parents and the community are strongly engaged in the work of the school.

To promote a high-quality educational offer in a Trust School

- Ensuring that the curriculum builds on good practice and is aspirational, innovative, and differentiated to the needs of the pupils.
- Monitoring standards of teaching, learning, behaviour and pupil progress and rigorously addressing areas of concern through appropriate intervention.
- Celebrating staff and pupil success and achievement.
- Ensuring that the school continues to develop, works collaboratively and innovatively, and that the staff benefit from professional development opportunities.
- Demand ambitious standards for all pupils, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes, access to qualifications and onward progression.
- 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 openness as a basis for sharing best practice between staff, drawing on and conducting relevant research and robust data analysis. Ensure this practice is shared widely with Trust schools, to support them to build capacity to meet the needs of pupils.

The self-improving school system

- Create an outward-facing school, which collaborates with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils with special educational needs.
- Develop effective relationships with fellow professionals and colleagues in other public services, particularly Health and Social Care, to improve academic and social outcomes for all pupils.
- 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 - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and develop outstanding practice.
- Welcome strong governance and actively support the Trust and the Local Governing Body to understand its role and deliver its functions effectively and in particular, its functions to hold the Headteacher to account for pupil and staff achievement and performance.

Management of People and Resources

- Create an ethos within which all staff 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.

- Working with the Trust Leadership Team to inspire and motivate pupils, staff and the other members of the school and wider community.
- Ensuring the SLT and wider staffing structure is fit for purpose.
- Ensuring that all Trust policies relating to the employment of staff are adhered to including safer recruitment and the completion of the single central record.
- Ensuring the school operates within financial policies and processes and its delegated budget.
- Developing and maintaining effective strategies and procedures for staff recruitment, induction, professional development and performance management and review.
- Building a learning culture within the school and the community and working across the Trust and with the partners to enhance the skills, experiences and aspirations of pupils and school staff.
- Ensuring that the school's resources are effectively deployed to enhance the learning opportunities of all members of the school and wider community.

Accountability

- Work with the Trustees and Local Governing Bodies to fulfil their commitments and expectations.
- Ensure individual accountabilities are clearly defined, understood, agreed and subject to rigorous review and evaluation.
- Ensure Trustees and Governors are fully engaged in monitoring the school's performance.
- Be an active Member of the Trust Senior Leadership Team contributing to the strategic planning and delivery of the Trust priorities.

Safeguarding Children and Safer Recruitment

- To ensure that the school meets its commitment to the safeguarding and promotion of welfare for the children and young people in its care.

Company Description/Overview:

We are a specialist educational trust on a journey to raise the bar and set new standards for Special Educational Needs (SEN) throughout the South West.

The Trust was founded in 2016 and is currently made up of 6 schools and 4 ARBs. Unlike other trusts, we are purely made up of SEN schools and ARBs. This puts us in a unique position to do things differently.

We realised early on in our journey that there wasn't a one-size-fits-all approach. So, we developed a philosophy that places our young people front and centre. Every decision we take is based on meeting the needs of our young people and helping them succeed. And when we say 'succeed' we don't just mean academically.

When you work with us, you'll be joining a specialist educational trust on a journey to raise the bar and set new standards for Special Educational Needs (SEN) throughout the UK.

We are not afraid to do things differently and we never settle for ordinary. We aspire to be the best in everything that we do. We provide our young people with the highest quality education, give them

access to the best opportunities available to them, and take pride in giving them a sense of self-worth and purpose which is built on a foundation of resilience and independence.

Through collaboration, co-operation, and creativity - underpinned by an ethos built on inclusivity, empowerment, and transparency - we aim to inspire every single young person (as well as their families and our staff) to be the very best versions of themselves they possibly can. We do this through an ambitious, specialist curriculum that goes beyond school life and focuses on living as well as learning.

We step outside the comfort zone when it's needed, we care more than people think is needed or necessary, and we genuinely want to improve the lives and experiences of our learners. We dare to be different; we have courage in our convictions, and we strive every single day to draw the best out of everything and everyone in our community.

We are...

Ambitious: We believe in setting new standards and consistently raising them through the quality of our work and approach.

Aspirational: We dream big and are brave enough to act on our aspirations. We are invested and we care. It's easy to say but, for us, it flows through every part of the Trust. We are invested in improving the lives of our young people both now and into the future.

Purposeful: We don't do things for the sake of doing them. We are driven by our purpose and committed to turning our vision into a reality.

Genuine: Honesty, transparency, and authenticity are what all our work is built on. We are inclusive and every single voice matters. Everyone can have ideas, express views, and be heard.

Energetic: We make SEN exciting. We are the go-getters and the trend-setters. We are not bound by convention and infuse our energy and passion through everything we do.

Specialist: We are a specialist trust, and this gives us a unique and unprecedented insight into the needs of our young people and their families.

Core Expectations:

Staff should recognise that as the Trust grows and moves forward and so job roles will inevitably develop and job descriptions will be reviewed accordingly. Staff need therefore to be flexible in their approach to accommodate the changing needs of the MAT and to participate fully in professional development and service delivery changes which supports this.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Honours degree. • Qualified Teacher Status. • National Professional Qualification for Headship. (if applicable) 	<ul style="list-style-type: none"> • Higher degree. • Evidence of post-graduate study/research. • Recent, relevant professional development.
Experience Leadership and Management (including school systems, procedures and policies)	<ul style="list-style-type: none"> • Effective leadership within education with experience of senior leadership posts in SEN schools. • Proven track record of leading improvement in an educational establishment and a confident belief in the advantages of academy status. • Ability to develop and implement a shared strategic vision. • Experience of building and sustaining partnerships. • Commitment to using best practice examples for in-house development. • The ability to induct, motivate and manage all staff to carry out their respective roles to the highest standard through performance management and continuing professional development. 	<ul style="list-style-type: none"> • Experience of effective work with other schools to raise standards. • School inspection experience or work as a school improvement partner. Experience of dealing with the under-performance of staff. Understand the relationship between a Trust, governing body and school leadership.
Experience Resource Management	<ul style="list-style-type: none"> • Understand MAT Financial Management and budget setting process. • Effective management of human resources. • The ability to lead staff in the school improvement process in the context of government reduction in public sector funding. • An understanding of the funding process for Academies. 	<ul style="list-style-type: none"> • Innovation in resource income generation. • Experience of property management. • Effective use of ICT to raise standards.
Experience Teaching & Learning	<ul style="list-style-type: none"> • Evidence of very good/outstanding teaching across the age and ability range. • Ability to motivate, enthuse, engage and influence the staff, governors, parents, 	<ul style="list-style-type: none"> • Knowledge and understanding of recent government initiatives in relation to education and potential impact on schools.

	<p>pupils and the community to deliver the vision and collectively raise standards.</p> <ul style="list-style-type: none"> • Experience and understanding of how to raise standards of learning and teaching, improve attendance and secure high standards of behaviour. • Evidence of successfully leading major school initiatives and evaluating impact on pupils' outcomes. • Commitment to inclusion and non-exclusion. • Understand how to integrate the work of external agencies into improving outcomes for young people. • Effectively use data to inform decision-making. 	<ul style="list-style-type: none"> • Responsibility for school self-evaluation.
<p>Experience Other</p>	<ul style="list-style-type: none"> • Experience of working in partnership with a wider range of stakeholders, including parents/carers and community partners. • Experience of school self-evaluation. • Thorough understanding of the current inspection framework. • Thorough understanding of Child Protection and Safeguarding issues. 	<ul style="list-style-type: none"> • Knowledge and experience of a multi-agency approach.
<p>Communication and people skills</p>	<ul style="list-style-type: none"> • Ability to raise the aspirations of the community for and through learning. • Experience of inspiring, motivating, developing and managing staff. • Excellent written, verbal and presentation skills. 	
<p>Personal qualities</p>	<ul style="list-style-type: none"> • Commitment to young people and ensuring the school facilitates the highest possible outcomes. • The ability and understanding to challenge, inspire, and to listen. • The ability to analyse information from a wide variety of sources to solve complex problems and then provide clear explanations of the results. • The ability to set appropriate and challenging targets to improve school 	<ul style="list-style-type: none"> • Interests outside work.

	<p>performance and to ensure progress is consistently monitored.</p> <ul style="list-style-type: none">• The ability to demonstrate sound organisational skills, to be able to work under pressure and to meet demanding deadlines.• To demonstrate adaptability and resilience.• Able to command respect.	
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