

JOB DESCRIPTION – HEADTEACHER

Bright Futures Care is a specialist organisation supporting young people and adults with Autism and Learning Difficulties, inclusive of complex communication, sensory, and behavioural support needs.

Bright Futures Care delivers great-quality community-based care and education to a growing number of children and adults with autism, complex needs, and learning disabilities in high-quality locations. Our teams are trained to excellent standards which, when combined with our passion, pride, and commitment to what we do, fosters an excellent and caring culture and makes us the leading provider in our chosen specialism.

Purpose and Scope

The core purpose of the Headteacher is to provide professional leadership and management of the school that will achieve high standards in all areas of the school's work. To achieve this the Headteacher will:

- Effectively communicate the school's vision and values, ensuring that the school's vision is clearly articulated, understood, and acted upon effectively by all.
- Provide vision, leadership, and direction, identifying priorities for continuous improvement.
- Review, establish, and sustain the school's ethos and strategic direction with the Governance Team and through consultation with the school community.
- Create an inclusive school culture that challenges prejudice, values diversity, and promotes equality.
- Safeguard and promote the welfare and well-being of students and staff.
- Review, and oversee policies, procedures, and practices so that the school can operate effectively.
- Monitor and evaluate the progress the school makes towards its aims and objectives.
- Develop strategies for school improvement, mindful of any barriers that are realistic, timely, and suited to the school's context while ensuring these strategies are effectively implemented.
- Systematically review and evaluate the school to maintain and improve its quality, equity, and efficiency. Ensuring that the school makes progress towards achieving its overriding aims and objectives.
- Work in partnership with the executive lead and other leaders in the organisation and share and promote good practice.
- Develop partnerships with local schools and the wider community, meeting the requirements of the Local Authority, Department of Education, Ofsted and examining bodies.
- Foster and maintain links with regional and national special schools.

Duties and responsibilities

- To uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct in line with Bright Future's values and Code of Conduct.
- To build positive and respectful relationships across the school community.
- To serve in the best interests of the school's students.



School Culture and Behaviour

- To actively promote a culture of learning where students experience a positive and enriching school life.
- To build a culture of the highest commitment, standards, and drive for success.
- To uphold ambitious educational standards to support students, from all backgrounds, for their next phase of education and life.
- To ensure that students make progress and achieve their end of Key Stage EHCP objectives.
- To ensure that the health and care needs of each student are addressed and met.
- To provide opportunities for students to understand and adopt healthy lifestyles.
- To provide opportunities for students to develop their spiritual, moral social, and cultural understanding.
- To support the executive lead and Governance team to create and maintain great working relationships with all members of the school and wider community.
- To ensure a culture of employee professionalism.
- To effectively implement and frequently review the school behaviour policy to ensure a safe and harmonious learning environment.
- To use consistent and fair approaches to manage behaviour, in line with the school's behaviour policy.
- To encourage high standards of behavior from students, built on rules and routines that are understood by staff and students and demonstrated by all adults in the school.

Teaching, Curriculum, and Assessment

- To be accountable for leading teaching, learning, and assessment across the school, promoting high-quality learning opportunities and the highest possible outcomes for students.
- To develop a curriculum statement that outlines the school's educational aims.
- To ensure that statutory requirements for the statutory framework for early years, National Curriculum, religious education, SMSC, health education, age-appropriate relationships, and sex education are met.
- To ensure that the curriculum and curriculum pathways are coherently planned so that all students access a personalised, broad, balanced, coherent, and relevant curriculum that supports them, in gaining the knowledge needed for their next steps and pathway to adulthood.
- To ensure that reading at all stages has a high priority.
- To ensure the use of evidence-informed approaches to reading so that all students learn to read.
- To establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- To support effective curriculum leadership through mentoring, coaching, and continuous professional development
- To establish and sustain high-quality teaching across all subjects and phases,
- To ensure teaching is underpinned by subject expertise and pedagogical practice.
- To effectively use formative assessment to inform strategy, interventions, and decisions
- To ensure the teaching of a broad, structured, and coherent curriculum
- To establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities



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- To use valid, reliable, and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- To ensure parents are appropriately engaged in partnerships with the school and their child's development.
- To ensure both employee and student mental health and well-being are supported to the highest level.
- To ensure all students make optimal progress through excellent systems and provision for all.
- To develop a system for monitoring and developing the quality of education and ensure it is in place.
- To successfully implement effective intervention and support programmes, using data and benchmarking to identify individual and group achievement
- To ensure there is an effective and rigorous system for assessing, recording, and reporting of students' progress toward targets and outcomes.
- To implement strategies that develop students' understanding of themselves as active learners.
- To develop a wide range of curriculum enrichment activities for all.
- To develop strategies that will promote "Pupil Voice" involving pupils in a meaningful way.

Managing the School

- To lead by example and embody the school's vision and values for staff, students, governors, and parents of the school.
- To ensure employees' and pupils' safety and welfare through effective approaches to embedding a culture of safeguarding, as part of a duty of care.
- To ensure rigorous approaches to identify, manage, and mitigate risk.
- To ensure all policies and practices fully meet the latest national guidelines and are published as required.
- To provide inspirational and strong leadership to the teaching team to ensure the school continues to deliver the highest standards of teaching and learning.
- To ensure that each year, and throughout the year, staff are fully trained in the most up-to-date version of Keeping Children Safe in Education (KCSiE), health and safety, and other statutory training requirements.
- To understand, accept, and follow the School's Safeguarding/Child Protection procedures to protect the safety of all children and vulnerable adults. Reporting on all matters of concern in alignment with the school's and Organisation's procedures.
- To work with partnership agencies to protect and safeguard students.
- To ensure the school is compliant with the Independent School Standards and DfE guidance.
- To effectively complete the requirements for performance management and appraisal of team members.
- To ensure both employee and student mental health and well-being are supported to the highest level.
- To manage employees well, with due attention to workload and wellbeing.
- To manage the school's delegated budget in line with the school's financial procedure, and School Improvement Plan.



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- To ensure the effective and efficient use of existing resources, and the securing of additional high-quality resources for Bright Futures education provisions.
- To liaise with the executive lead, governors, and staff at Bright Futures central team in the recruitment and selection of teaching and support roles.
- To ensure as part of safer recruitment that all staff and stakeholders have undergone Enhanced Disclosure and DBS checks and obtain any other statutory required clearance, including gaining letters of assurance.

Professional Development

- To ensure employees have access to appropriate, high-standard professional development opportunities.
- To keep up to date with developments in education.
- To ensure training and continuing professional development is effectively planned, delivered, and evaluated.
- To make sure professional development opportunities draw on experts both within, and beyond the school.
- To seek training and continuing professional development to meet the needs of all employees.
- To ensure that staff receive regular performance reviews and have individual plans to address skills gaps.

Additional and Special Educational Needs (SEN) and Disabilities

- To promote a culture and practices that enable all pupils to access the curriculum.
- To have ambitious expectations for all pupils with SEN and disabilities
- To make sure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate.
- To make sure the school fulfills statutory duties regarding the [SEND Code of Practice](#)

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Governance, Accountability, and Working in Partnership

- To understand and welcome the role of effective governance, including accepting responsibility for supporting and holding others to account.
- To ensure that employees understand their professional responsibilities and are held to account for the success of the school and the welfare of its students.
- To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.



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- To work successfully with other schools and organisations internal and external to the organisation, including where appropriate the local authority and supporting agencies.
- To maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- To present a coherent and accurate account of the school's performance.
- To ensure that parents and pupils are well-informed about the school's direction, priorities, curriculum, and pupils' attainment and progress.
- To combine the outcomes of self-evaluation with regular external evaluations to develop the school most effectively.

The job description is illustrative of the general nature and level of responsibility of the role and not a comprehensive list of all tasks that the headteacher may carry out and may be amended at any time in consultation with the headteacher.

The post holder may be required to undertake any relevant professional duties delegated by the Executive Headteacher to the duties appropriate to the level of the role.

PERSON SPECIFICATION

Experience and skills

- Successful leadership and management experience in a school
- Successful experience at Deputy/Assistant Head level is desirable
- Leading with honesty, integrity with a strong work ethic
- Managing change
- Holding others to account with high expectations of staff conduct
- Compassion and empathy for all members of the school community
- Involvement in school self-evaluation and development planning
- Experience in line management and staff development
- Experience in contributing to employee development
- Experience of curriculum, teaching and learning, and assessment
- Experience of working with vulnerable families and multi-agency teams to support students and their families

Strategic Leadership

- A demonstrated ability to meet all the national standards of excellence for Headteachers in relation to this appointment
- Ability to provide clear educational vision and direction
- Ability to inspire and motivate all stakeholders
- Ability to work under pressure, prioritise effectively, and to uphold key principles of transparency, integrity and confidentiality, and probity
- Ability to think strategically and to view the school in context of wider external changes
- Evidence of developing effective strategies for school improvement
- High level of involvement with school improvement planning
- Evidence of a secure knowledge of the Ofsted framework and Independent School Standards
- Understand the principles of effective teaching and learning
- Strategic Leadership experience across EYFS, KS1, KS2 and KS3/4 and Post 16 is desirable
- Use of assessment data management systems to improve standards
- Successful experience of integrating British Values and SMSC into school life

Leading the Quality of Education

- In-depth knowledge of evolving educational policy and legal frameworks and an up-to-date understanding of current curriculum and assessment requirements
- Successful experience of monitoring, evaluating and improving the quality of education
- Understanding the role and impact of assessment in children's learning
- Secure knowledge of statutory requirements relating to curriculum and assessment
- Experience of leading curriculum innovation



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- Successful experience of multi-agency working to ensure the best possible outcomes are achieved
- Experience of working with SIPs to further develop QofE is desirable

Leading and Managing

- Ability to lead, manage, and motivate across the school community
- Ability to establish effective working relationships
- Ability to plan, allocate, delegate, support, and evaluate work undertaken by individuals and teams
- Significant experience of taking a lead role in performance management of employees, including leading lesson observations, supporting employees to complete training linked to their CPD
- Experience of working with governors is desirable

Qualifications and Training

- Qualified Teacher status, or equivalent
- Relevant Education/Teaching degree
- Professional development in preparation for a leadership role, including safeguarding and some financial management.
- Commitment to further develop own professional knowledge and skills
- NPQH or further qualifications are desirable, but not essential

Personal Qualities

- High expectations of self and others
- Effective communicator
- Commitment to uphold the 7 principles of public life (the [Nolan principles](#)) at all times
- A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
- A commitment to transparency and to communicate and collaborate effectively with all stakeholders, drawing on strong interpersonal skills
- Commitment to maintain confidentiality at all times
- Commitment to safeguarding and promoting the welfare of students ensuring that personal beliefs are not expressed in a way that exploits the position.
- Commitment to equality and diversity

Additional requirements

- Effective ICT skills for both teaching and managing
- Data analysis skills, and the ability to use data to set targets and identify weaknesses
- Understanding of school finances and financial management

The duties outlined within this job description may be modified by the Executive Headteacher in consultation with the postholder, to reflect or anticipate changes in the role.