

Job Description



The Triple Crown Centre has a responsibility for, and is committed to, safeguarding and promoting the welfare of young people and adults, requiring all staff and volunteers to share this commitment.

Post Title	Headteacher
School	The Triple Crown Centre
Salary Band/Range	Leadership scale: L12-18
Responsible to	Chair of Management Board
Location	The Triple Crown Centre
DBS Check	Enhanced check for regulated activity for working with children
Fluency Duty	This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers.

1. Role Purpose

- ❖ To provide overall strategic leadership for the school
- ❖ To be responsible for the internal organisation, management, and control of the school in accordance with applicable legislation
- ❖ To establish and sustain the school's ethos and strategic direction, together with the Management Board and Local Authority and through consultation with the wider school community and external partners
- ❖ To lead, manage, develop and maintain high standards of inclusive practice, alongside a culture of challenge and support, which underpin and drive excellent outcomes and success for all
- ❖ To develop, implement, and evaluate school policies, practices and procedures
- ❖ To ensure accurate school self-evaluation to inform school improvement planning
- ❖ To develop strategies for school improvement and ensure they are implemented effectively
- ❖ To allocate financial resources appropriately, efficiently and effectively
- ❖ To have overall responsibility and accountability for safeguarding and promoting the welfare of students and adults

This Job Description reflects the National Standards of Excellence for Headteachers 2020.

2. Duties and responsibilities

2.1 School culture

- ❖ Establish and sustain the school's ethos and strategic direction in partnership with the Management Board and through consultation with the school community and the Local Authority
- ❖ Create a culture where students have a positive and enriching school experience
- ❖ Uphold ambitious educational standards, which prepare all students for their next phase of education and the wider world
- ❖ Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ❖ Ensure a culture of high staff professionalism

2.2	Teaching
	<ul style="list-style-type: none"> ❖ Establish and sustain high-quality, expert teaching across all subjects, built on an evidence-informed understanding of effective teaching and how students learn ❖ Ensure effective use is made of formative assessment
2.3	Curriculum and assessment
	<ul style="list-style-type: none"> ❖ Ensure a broad, structured and coherent curriculum entitlement, which sets out the knowledge, skills and values that will be taught ❖ Establish effective curricular leadership, developing teachers with high levels of relevant expertise, and access to professional networks and communities ❖ Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum
2.4	Behaviour
	<ul style="list-style-type: none"> ❖ Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines which are understood clearly by all staff and students ❖ Implement consistent, fair and respectful approaches to managing behaviour ❖ Ensure that adults in school model and teach the behaviour of a good citizen
2.5	Additional and special educational needs (SEN) and disabilities
	<ul style="list-style-type: none"> ❖ Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities ❖ Establish and sustain culture and practices that enable students to access the curriculum and learn effectively ❖ Ensure the school works effectively in partnership with parents/carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate ❖ Ensure the school fulfils its statutory duties with regard to the SEND code of practice
2.6	Professional development
	<ul style="list-style-type: none"> ❖ Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs ❖ Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks\programmes to build capacity and support succession planning
2.7	Organisational management
	<ul style="list-style-type: none"> ❖ Ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care ❖ Prioritise and allocate financial resources appropriately; ensuring efficiency, effectiveness and integrity in the use of public funds ❖ Ensure staff are deployed and managed well, with due attention paid to workload ❖ Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently ❖ Ensure rigorous approaches to identifying, managing and mitigating risk
2.8	School improvement
	<ul style="list-style-type: none"> ❖ Make use of effective and proportional processes of evaluation to identify and analyse barriers that limit the school's effectiveness and identify priority areas for improvement ❖ Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced ❖ Ensure effective implementation and monitoring of improvement strategies, evaluating their impact on sustained school improvement over time

2.9	Working in partnership
	<ul style="list-style-type: none"> ❖ Forge constructive relationships beyond the school, working in partnership with parents, carers and the wider community ❖ Commit to working successfully with other schools and organisations in a climate of mutual challenge and support ❖ Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students
2.10	Governance and accountability
	<ul style="list-style-type: none"> ❖ Establish and sustain professional working relationship with the Management Board ❖ Ensure staff know and understand their professional responsibilities and are held to account ❖ Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

3.	Other conditions
3.1	Health & Safety
	<p>Health and safety laws require all employees to help the school maintain and improve health and safety standards. This means the post holder must take reasonable care of his/her own and others' health and safety.</p> <p>Headteachers are required to lead and manage Health and Safety in their school, ensuring compliance with relevant legislation and the implementation of policies, procedures and safe systems of work on a daily basis.</p>
3.2	Information management
	<p>The post holder will be expected to manage information in accordance with legislation and Local Authority policies. The post holder will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.</p>
3.3	Corporate Parent Responsibilities
	<p>All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.</p>
3.4	Mobility
	<p>Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade, at such a place as in the service of the school they may be required.</p>
3.5	Equal Opportunities
	<p>The Triple Crown Centre is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.</p>
3.6	Variations to Job Descriptions
	<p>Due to changing demands, duties and responsibilities are likely to vary from time to time and the Management Board therefore retains the right to amend job descriptions to reflect changing requirements.</p>

Compiled/Reviewed by:	Mike Walker (Chair of Management Board)
Date:	20 th March 2024