



JOB DESCRIPTION: HEADTEACHER

SALARY SCALE: L18- L22 (£64,143- £70,745)

JOB PURPOSE

The Headteacher is accountable to the Governors and is expected to provide, professional leadership, strategic direction and operational management for the school, promoting high standards in all aspects of the school's work. He/she will build upon past achievement, to secure the school's continued success.

In light of the SEND & AP Green paper, the Headteacher will ensure REACH takes an active role in supporting a single SEND and alternative provision system. It will provide students with the right combination of academic, pastoral and specialist support they need to thrive. Forging constructive relationships beyond the school, working in partnership with other schools, specialist providers, parents, carers and the local community is key to its' success.

The Headteacher will:

- Ensure the school places an emphasis on the wellbeing of the students, is a child-centred place and provides a curriculum that stretches and develops their whole personality as well as their educational achievement.
- Ensure that excellent teaching and learning is the main objective of all members of the school community
- Have high expectations of good student behaviour and respect for all.
- Provide a supportive environment for staff and ensure that their wellbeing is paramount, while striving to improve educational attainment.
- Promote and secure the school's continued evolution taking into account national and local policies and initiatives
- Engage with parents to ensure the school listens to their concerns and ideas for improvement.
- Be accountable for the deployment of resources in accordance with regulations and the school's policies

The Headteacher will carry out his/her professional duties in accordance with the National Conditions of Employment for Headteachers in the School Teacher' Pay and Conditions Document and education, employment, health and safety and other relevant legislation affecting the conduct of the school.

The Headteachers is expected to demonstrate consistently high standards of principled and professional conduct and uphold and demonstrate the Nolan Seven Principles of Public Life.

KEY DUTIES

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where students experience a positive and enriching school life



- uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- 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 subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

4. Behaviour

- 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
- ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure all staff hold 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

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- 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 and programmes to build capacity and support succession planning

7. Organisational management

- 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 probity 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

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work 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

10. Governance and accountability

- understand and welcome the role of effective governance, and the importance of giving account and accepting responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that 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

**Line Management**

Responsible for the supervision of all staff employed in the school

Conditions of Employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service

Review and Amendment

This job description is subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

Complaints

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

The Governors are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate must provide an Enhanced Disclosure from the Disclosure and Barring Service.



PERSON SPECIFICATION

Job Title: Head Teacher

REACH is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant must have a deep understanding of SEND & SEMH needs. An Enhanced DBS check is required for the successful applicant.

Method of Assessment (M.O.A.)

A = Application Form; I = Interview; P = Presentation

CRITERIA		Essential/ Desirable	M.O.A.
EDUCATION/ QUALIFICATIONS NB: Full regard must be paid to overseas qualifications	Degree	E	A
	Qualified teacher status	E	A
	NPQH	D	A
	Recent and relevant CPD	E	A
	Further relevant study	D	A
EXPERIENCE (Relevant work and other experience)	Career progression showing experience at different levels of senior leadership.	E	A
	Direct experience of working in/with an alternative provision setting	E	A
	Experience of having worked in a main stream secondary school	E	A
	A deep understanding of alternative provision and main stream education	E	A,I
	Record of teaching in ethnically and culturally diverse communities.	D	A
	School improvement: record of planning, implementation and impact.	E	A,I,
	Successful track record of forging constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community	E	A,I
	A track record of working closely with a Governing Body and its committees.	E	A
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING Leadership and Management (staff)	Ability to set targets, inspire, motivate and challenge staff to achieve them and to have high expectations of their students.	E	I
	A positive approach to equal opportunities and to the development of staff in the context of the schools needs and their career aspirations.	E	A,I,P
	Ability to sensitively resolve conflict, professional and personal problems.	E	A,I

Leadership and Management (students)	Commitment to student personal safety, academic needs and achievement at the highest possible individual level.	E	A,I
	Inspire high student expectations while sensitive to individuals' backgrounds.	E	A,I,P
	Ability to analyse complex data and issues related to student attainment and progress and to develop effective strategies to resolve them.	E	A,I
	Ability to establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines.	E	A,I,P
	Implement consistent, fair and respectful approaches to managing behaviour	E	A,I,P
	Demonstrate a high degree of understanding of the impact of systems and techniques for the monitoring of student performance, and a track record of deploying them into detailed plans with quantifiable targets.	E	A,I
	Leadership and Management (curriculum)	Have knowledge and understanding of up-to-date curriculum issues and a record of curriculum delivery, monitoring and assessment.	E
Ability to implement structures and systems; delegate appropriately to secure effective curriculum delivery and accountability.		E	A,I
Ability to manage the development of the curriculum at different levels that extends individual students, taking into account their limitations while striving for excellence.		E	A,I
Resource Management	Understand the need to monitor the proper use and management of resources and be able to identify risks and ways of mitigating them, including planning for the future	E	I
	Understand the principles of budget building and value for money have a commitment to balancing the budget annually.	E	I,P
	Knowledge of the statutory regulations controlling staffing, salary calculations and financial management.	E	I,P
	Ability to understand the impact of strategic decisions on resource allocations and overall expenditure.	E	I,P
Working in Partnership	Effective communication with staff, students, parents, carers, Governors, community organisations and external agencies.	E	A,I,P
	Forge constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community	E	A,I,P
	Commit their school to work successfully with other	E	A,I,P

<p>Accountability and Governance</p>	<p>schools and organisations in a climate of mutual challenge and support</p> <p>Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students</p> <p>Present information in a clear easy-to-read format, easy to understand so that pertinent questions can be asked by Governors, parents, carers and others.</p>	<p>E</p> <p>E</p>	<p>A/I/P</p> <p>A,I</p>
<p>PERSONAL AND PROFESSIONAL SKILLS, QUALITIES AND ATTRIBUTES</p>	<p>A passion for teaching and learning and working with young people.</p> <p>Self-motivating and able to motivate, inspire and challenge others.</p> <p>Excellent interpersonal and communication skills.</p> <p>Self-aware with conviction for own vision and approach and able to carry others towards the same goals.</p> <p>Ability to think analytically, strategically and creatively.</p> <p>Confident, cheerful, optimistic, resilient personality with a good sense of humour.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>