

# The Specialist Education Trust

## HEAD TEACHER

### JOB DESCRIPTION

#### Effective Date:

**Responsible to:** The Specialist Education Trust Board

**Location:** Littledown School, Queens Road, Slough, Berkshire, SL1 3QW

#### Main purpose of the job

To carry out the duties of Headteacher at Littledown School and alternative provision and the SEBD outreach service as set out in the current School Teachers' Pay and Conditions document. To be accountable to the Trust Board for the internal organisation, financial management, future direction and control of the provisions and schools within the Trust.

The Headteacher, with the Trust Board, provides vision, leadership and direction and ensures all provisions are managed and organised to meet their aims and objectives. The Headteacher creates an ethos, which enables children to feel emotionally secure, enjoy learning and achieve their potential. The Headteacher also seeks to secure the commitment of the wider community to the school by developing and maintaining appropriate partnerships, networks and relationships.

Littledown is designated as a special school for pupils with social emotional and mental health difficulties; it also has an alternative provision. In addition to leading Littledown, the Headteacher is expected to broaden the role of the school as promoted in the DfES guidance on 'Removing Barriers to Achievement', developing as a specialist resource and a centre of excellence and expertise that can be shared with other Slough primary schools.

#### Key Responsibilities

#### Key Relationships

The Headteacher is expected to establish, develop and maintain effective working relationships with:

- The school's Senior Management Team;
- Staff team;
- The school's Trust Board and Governing Body;
- Parents;
- Headteachers of local mainstream and other schools for pupils with social, emotional and mental health difficulties.
- The Slough Local Authority (LA)
- Appropriate local community groups

## **Key Responsibilities**

### **Strategic Direction and Development**

1. Develop a strategic view for the school, identifying and determining its philosophy, overall aims and objectives.
2. Create and develop a strategic plan for the school, underpinned by sound financial planning and management, which identifies priorities and targets aimed at raising achievement, appropriate behaviour and increasing pupil self-esteem.
3. Consult, develop, implement, monitor, review and evaluate policies for the delivery of the overall aims and objectives, ensuring these take account of national, local and school data, and inspection and research findings.
4. Create an ethos, which provides educational vision, direction, and effective teaching and learning all secured within an emotionally secure environment.
5. Use strategies to ensure the commitment of all those involved in the school to its vision, aims and objectives.
6. Ensure strategic leadership of ICT.
7. Demonstrate a commitment to developing equal opportunities and inclusion.
8. As Designated Safeguarding Lead, ensure that staff are confident in following procedures and systems to keep children safe.

### **Teaching and Learning**

1. Determine, organise and implement an appropriate curriculum for children with social, emotional and mental health difficulties within the overall framework provided by the National Curriculum.
2. Create and maintain an environment and code of behaviour, which promote and secure good teaching, effective learning, and high standards of achievement, good behaviour and self-discipline.
3. Monitor and evaluate the standards of teaching and learning in the school, ensuring that appropriate standards of professional performance are established and maintained.
4. Ensure that the progress of individual pupils is systematically monitored and recorded.
5. Access, monitor and evaluate the curriculum in order to identify and act upon areas for improvement.
6. Produce and revise as appropriate a School Development Plan (SDP), based on effective self-evaluation and which is relevant to the needs and development of the pupils and to the potential resources available to the school.
7. Develop and maintain effective partnerships with parents and other schools and the LA which strengthens and enhances educational opportunities.

### **Leading, Managing and Deploying Staff**

1. Take the lead role in the selection and recruitment of the teaching and support staff, seeking to ensure the best available people are appointed.
2. Ensure that an effective performance management scheme is in place, is regularly reviewed and monitored in the context of self-evaluation and school improvement.
3. Managing the arrangements for the deployment and supervision of all teaching and support staff in the school to maximise their contribution to the improvement of the quality of the education provided and the standards achieved.
4. Implement and sustain effective systems for the induction and continuous professional development of staff including needs identified through Performance Management systems in accordance with the policies of the Governing Body, the School Improvement Plan and of the Local Authority.
5. Develop and maintain a decision-making structure providing opportunities for staff participation and establish channels of communication including the use of formal procedures to solve problems and resolve conflict.
6. Ensure that internal and external communication systems are effective and regularly reviewed.
7. Foster and maintain relationships with organisations representing teachers and support staff.

### **Deployment of Resources**

1. Set appropriate priorities for expenditure, allocate funds and ensure effective administration and management of all resources including staff.
2. As Accounting Officer ensure the sound financial management of the Trust in accordance with Academies Financial Handbook and ensuring all returns and communications are completed and communicated to Companies House and the EFA.
3. Make arrangements for the security and effective supervision of the school buildings and their contents and of the school grounds ensuring that such resources are managed to meet the needs of the curriculum and to comply with all relevant Health and Safety regulations.
4. Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

### **Accountability**

1. To be accountable for the efficiency and effectiveness of the Trust to the Board and the Local Authority.
2. Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, maintaining and providing adequate and appropriate records, statistical data and return.

<b>Generic Accountabilities</b>
Attend daily and weekly meetings, in accordance with the School policy as required. Attend occasional meetings and training sessions during evening hours or in school holidays, as required.
<b>Safeguarding Children</b>
<p>In accordance with the commitment of Littledown School to follow and adhere to the Department for Education's guidance entitled "Safeguarding Children and Safer Recruitment in Education" (Updated: 26 April 2012) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the School community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the School.</p> <p>You are also required to know and comply with the DfE document 'Keeping Children Safe in Education' (Sept 19) and 'Working Together to Safeguard Children' (July 18). You are required to have satisfactory Enhanced DBS clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the School and uphold public trust and confidence at all times.</p>
<b>Confidentiality</b>
During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Littledown School or The Specialist education Trust or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so.
<b>Data Protection</b>
During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the General Data Protection Regulations May 2018 and are properly applied to pupil, staff and School business/information. Staff are expected to act in accordance with school policies and various government legislations, which may be amended occasionally.
<b>Freedom of Information</b>
The post holder must be aware that any information held by the School in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the School's policies and procedures.

**No Smoking Policy**

Smoking is not permitted in any premises or grounds managed, leased, shared or owned by Littledown School. Smoking is not permitted in School vehicles or in any vehicle parked on School premises.

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## HEAD TEACHER

### PERSON SPECIFICATION

Skills	Essential	Desirable
Ability to evaluate standards achieved and set targets for further improvement	✓	
Ability to establish policy arising from the strategic plan	✓	
Ability to manage staff effectively and with sensitivity	✓	
Ability to manage change	✓	
Good administration skills, including an understanding of finance and budgeting	✓	
Proven track record of school improvement planning	✓	
Ability to use ICT appropriately as a management tool	✓	
Knowledge of current legislation and developments in education	✓	
Ability to work and foster good relationships with outside agencies	✓	
Experience of budget planning and monitoring		✓
Communication skills	✓	
The ability to communicate effectively, both orally and with the written word, to a wide variety of audiences and in a variety of settings	✓	
Self- management skills	✓	
Prioritisation skills	✓	
Time management	✓	
Work well under pressure	✓	
Motivation, enthusiasm and commitment	✓	
Interpersonal skills	✓	
Imbue personal warmth	✓	
Be able to relate to others with sensitivity and a sense of humour	✓	
An enthusiastic individual with vision and energy	✓	

Be able to inspire at every level	✓	
<b>Abilities</b>	<b>Essential</b>	<b>Desirable</b>
Ability to develop the vision for the school and communicate this within the local context	✓	
Ability to work alongside Governors in developing the strategic plan and defining the direction of the school	✓	
Proven team-building ability, maximising the skills of all members of the team. Ability to motivate and inspire and bring fresh ideas to the team	✓	
Ability to lead, support and develop staff, using a variety of informal and formal strategies	✓	
Ability to foster good links with parents, the community, local schools, other S.E.M.H. schools and develop the profile and reputation of the school	✓	
Substantial leadership demonstrated in more than one setting and possibly outside an education setting		✓
Experience of working with Governors and parents	✓	
<b>Knowledge</b>	<b>Essential</b>	<b>Desirable</b>
Proven ability in using a variety of strategies to raise motivation, achievement and aspirations	✓	
Proven ability in innovative curriculum planning and development	✓	
Experience of monitoring and evaluating the quality of teaching and learning	✓	
Can demonstrate an understanding of how children learn	✓	
A commitment to raise understanding with regard to issues of equal opportunities	✓	
Experience of extended schools and outdoor education	✓	

<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>
Ability to demonstrate an understanding of a theoretical and practical perspective in the management of S.E.M.H. pupils	✓	
Experience of successfully teaching children with S.E.M.H. with a record of excellent practice in including effective assessment methods	✓	
Recent experience in Senior Management within an educational setting	✓	
A commitment to working within a framework of equal opportunities	✓	
<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Qualified teacher status	✓	
Evidence of recent and relevant professional development	✓	
NPQH qualification or registered on NPQH programme	✓	
Clear philosophy in the management of pupils with S.E.M.H. developed from an experiential and theoretical background	✓	
Well formulated philosophy about developing alternative education options for primary aged pupils with social, emotional and mental health difficulties	✓	
Further qualification and/or studies relevant to S.E.M.H. pupils		✓
Experience in at least one other special school	✓	
Experience as a Headteacher or a headship qualification	✓	