

JOB DESCRIPTION

Headteacher – Central Hub Brighton (CHB)

Brighton and Hove's Pupil Referral Units

Contract type:	Fixed Term – 2 Years
Responsible to:	Management Committee / Local Authority
Working closely with:	Local Authority (SEND & Inclusion), HR, Unions, Partner Schools, Headteachers and School Leaders
Salary:	L19 – L25
Start date:	1 st January 2027
Closing date:	24 th September (mid-day)
Interview date:	28 th September

1. Purpose of the Role

To provide strategic and operational leadership of Brighton and Hove's Pupil Referral Units – collectively known as the Central Hub Brighton (CHB) – during a period of significant organisational change. The post holder will ensure the continued delivery of high-quality education, safeguarding, and inclusion for pupils while overseeing the transition to a redesigned, smaller provision. This includes leading staff, managing change processes, and working collaboratively with the Management Committee, Local Authority, and other stakeholders to secure a sustainable and effective model of provision.

The Local Authority is recruiting a Lead Strategic Education Consultant role alongside this Headteacher post, with both appointments established as fixed-term roles for an initial two-year period. This reflects the transitional nature of the current phase for CHB and is intended to provide aligned strategic oversight and operational leadership during a defined period of change.

The Lead Strategic Education Consultant will provide strategic guidance, professional challenge, and mentoring to support the Headteacher, Management Committee, and Local Authority during this period of transition. The role is consultative rather than operationally line-managing the post holder on a day-to-day basis, and is intended to strengthen leadership capacity, support improvement planning, and help ensure that decisions are aligned with the wider vision for inclusive, sustainable alternative provision across CHB.

Statutory accountability for the provision remains with the substantive leadership and governance arrangements.

Why This Is a Fixed-Term Post: National Reform Context

This post has been established as a two-year fixed-term contract in direct response to the significant national policy changes set out in the SEND and Alternative Provision Improvement Plan (2023) and the associated reforms to the SEND and AP system in England. These reforms represent the most substantial changes to the alternative provision landscape in a generation.

The national framework is shifting away from large, standalone Pupil Referral Units towards a more integrated, locality-based model of alternative provision, in which PRUs play a more targeted role within a broader inclusion system. Local authorities are expected to redesign their AP offer to ensure it is more responsive, preventative, and aligned with mainstream school inclusion strategies. This means CHB must transform its model of provision to remain fit for purpose and financially sustainable within the emerging national and local framework.

In Brighton & Hove, this transition requires careful leadership and management over a defined period. The two-year fixed-term post reflects the fact that this is a transitional role: one which will guide the CHB through restructuring, right-sizing, and repositioning, with the aim of establishing a new and sustainable model of provision by the end of the contract period. It is anticipated that, as the shape of the provision changes, the leadership structure will also be reviewed, and the role as currently configured may not be required beyond the fixed-term period.

The post holder will therefore play a pivotal role in shaping what CHB looks like beyond the transition – working closely with the Local Authority and Management Committee to ensure that whatever emerges from this period of change is grounded in best practice, meets the needs of the city's most vulnerable pupils, and is designed with the requirements of the reformed national framework firmly in mind.

2. Key Responsibilities

A. Strategic Leadership and Vision

- Provide clear, compassionate, and future-focused leadership during a period of organisational transition.
- Support the realisation of a strategic vision through working effectively with stakeholders.
- Translate strategic priorities (LA, DfE and Management Committee) into operational plans with measurable outcomes.
- Maintain a strong culture of safeguarding, inclusion, high expectations, and positive behaviour.
- Ensure the CHB continues to meet statutory responsibilities for alternative provision, SEND, and safeguarding.

B. Operational Leadership and Management

- Oversight of the day-to-day operation of the CHB's multiple sites, ensuring high-quality teaching, curriculum, behaviour support, and pastoral care.
- Maintain robust safeguarding practice, acting as Designated Safeguarding Lead (or line-managing the DSL).
- Ensure compliance with statutory frameworks, including health and safety, safeguarding, SEND, attendance, behaviour, and data protection.

C. Leading Organisational Change

- Lead the reduction of the CHB to a sustainable model in partnership with the Local Authority and Management Committee.
- Develop leadership capacity through effective CPD and mentoring.
- Manage organisational change processes sensitively, working closely with HR and trade unions.
- Lead consultations relating to staffing structures, role redesigns, and changes to service delivery.
- Ensure high-quality staff communication and clear, transparent processes throughout periods of change.
- Retain staff morale and engagement through supportive leadership, coaching, and effective performance management.

D. Working in Partnership

- Work collaboratively with the local area partnership on strategic development of alternative provision.
- Provide high-quality reports, data, and recommendations to the Management Committee.
- Work positively with the city's partnership of schools, engaging with primary and secondary school leaders.
- Engage positively with unions, local services, and parents/carers.
- Represent the CHB at local and regional forums related to inclusion, attendance, behaviour, and SEND.
- Strengthen partnerships that support reintegration, specialist assessment, therapeutic input, and multi-agency working.

E. Financial and Resource Management

- Work with the Management Committee and Local Authority to oversee the CHB budget during restructuring and transition.
- Ensure staffing and resourcing plans are financially sustainable and aligned with the future operating model.
- Oversee procurement, site management, and resource deployment to ensure value for money and high-quality learning environments.

F. Governance and Accountability

- Provide timely and accurate reports to the Management Committee, including progress, risk management, staffing, safeguarding, and budget.
- Ensure all statutory responsibilities are met, including Ofsted readiness and ongoing quality assurance.
- Implement and review policies aligned with local authority and national frameworks.
- Ensure that pupils' outcomes, attendance, safeguarding, and wellbeing remain a priority throughout organisational change.

G. Personal Leadership and Professional Development

- Model high professional standards, emotional resilience, and reflective practice.
- Maintain up-to-date understanding of legislation, DfE guidance, and effective practice in alternative provision and SEND.
- Engage actively in CPD, supervision, and professional networks.

3. Key Outcomes for the Fixed-Term Period

The successful post holder will:

- Maintain the quality, safety, and stability of the CHB during transition.
- Deliver staffing and structural changes in line with agreed Local Authority and Management Committee plans.
- Strengthen partnerships with schools, services, and families.
- Establish a clear, sustainable model of provision for the future.
- Ensure the CHB is compliant, financially sustainable, and Ofsted-ready throughout the transition period.

4. Line Management Responsibilities

- Direct line management of senior leaders and teaching/support staff.
- Oversight of performance management, supervision, professional development, and workforce planning.

5. Safeguarding Statement

The CHB is committed to safeguarding and promoting the welfare of children and young people. The Headteacher will be expected to uphold this commitment, ensuring compliance with statutory guidance and leadership of safe practice at all times.

This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

Person Specification

Headteacher – Central Hub Brighton (CHB)

Fixed Term (2 Years)

A. Qualifications & Professional Development

Essential

- Qualified Teacher Status (QTS).
- Evidence of sustained professional development in leadership, inclusion, behaviour, SEND, or safeguarding.

Desirable

- NPQH, NPQEL, or significant senior leadership training.
- Additional qualifications in SEND, therapeutic approaches, or specialist behaviour support.
- Training in managing organisational change or HR-related processes.

B. Experience

Essential

- Experience of successfully supporting pupils with SEMH, complex needs, or children at risk of exclusion.
- Successful senior leadership experience within a PRU, specialist provision, or mainstream school with high levels of inclusion and behaviour need.
- Proven experience leading whole-school improvement or managing significant change.
- Demonstrated success in maintaining high expectations for behaviour, teaching, learning, attendance, and safeguarding.
- Experience of managing staff performance, capability, or restructures in a fair and supportive manner.
- Experience working in strong partnership with local authority services, multi-agency teams, or governors/management committees.
- Experience of developing positive relationships with unions during times of change.

Desirable

- Experience leading organisational redesign, reduction in staffing structures, or budget reprofiling.

- Experience contributing to or leading alternative provision strategy at a system level.
- Experience preparing a setting for Ofsted inspection (or leading within an inspection cycle).

C. Knowledge & Understanding

Essential

- Strong understanding of statutory requirements for alternative provision, safeguarding (KCSIE), SEND, attendance, behaviour, and exclusions.
- Knowledge of effective SEMH and trauma-informed practice, including restorative approaches, therapeutic models, or early intervention frameworks.
- Understanding of the role of PRUs within the wider inclusion system and current national policy.
- Clear understanding of effective HR practice, employee relations, and change management principles (with HR support).
- Deep understanding of curriculum, assessment, quality of education, and personalised learning pathways for pupils with diverse needs.
- Understanding of financial management and workforce planning in a school or PRU context.

Desirable

- Knowledge of local authority processes relating to consultation, workforce planning, funding, and governance.

D. Skills & Abilities

Essential

- Ability to ensure a safe, inclusive, and aspirational culture for pupils and staff.
- Ability to provide calm, steady, and transparent leadership during periods of uncertainty or change.
- Excellent communication and interpersonal skills, able to work constructively with unions, staff, families, and partners.
- Strong organisational and project-management skills to deliver complex change to agreed timescales.
- Ability to analyse data, identify priorities, and implement structured improvement plans.
- Ability to represent the CHB at system-level meetings and influence local strategy.
- Ability to facilitate co-production with families, pupils, and partners.
- Skilled in risk assessment and effective, evidence-informed decision-making.

E. Leadership Behaviours & Personal Qualities

Essential

- Emotionally intelligent, compassionate, and resilient leader.
- Able to model professional integrity and a commitment to inclusion.
- Adaptable and solution-focused, with the ability to remain steady during change.
- Highly self-aware, reflective, and open to feedback.
- Confident decision-maker able to balance empathy with accountability.
- Commitment to promoting diversity, equality, and anti-discriminatory practice.
- High professional standards and commitment to safeguarding.
- Visible, approachable leader who engages positively with staff and families.
- Commitment to ongoing professional learning and coaching.

F. Safeguarding Commitment

All applicants must demonstrate a strong understanding of safeguarding, an ability to lead safe practice, and an unwavering commitment to protecting children and young people.

The CHB is an equal opportunities employer and is committed to creating an inclusive workplace. Appointments are subject to satisfactory references and an enhanced DBS check.

Please contact recruitment@chb.org.uk to arrange a visit. Please send your completed application forms to recruitment@chb.org.uk.