



## **The Orchard School**

### **Headteacher - Job Description**

**Grade:** leadership scale: Group 4 (£66,000 - £72,000)

**Responsible to:** Governing Body

#### **Qualities and Knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils who will be served by Orchard Special School.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils with behavioural and learning needs, the workforce, and towards parents, governors and local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the service's vision, ably translating KCC and national policy into the implementation and delivery of the school.
6. Communicate compellingly the service's vision and drive the strategic leadership of Orchard Special School within education for KCC, empowering all pupils and staff to excel.

#### **Pupils and Staff**

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes, access to qualifications and onward progression.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between centres, drawing on and conducting relevant research and robust data analysis. Ensure this practice is shared widely with all schools to support them to build capacity to meet the needs of pupils at Orchard Special School.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

#### **Systems and Process**

1. Ensure that the service's systems, organisation, processes of admissions of pupils and staff recruitment are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets, resources and accommodation, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues and partners who have distinct roles and responsibilities and hold each other to account for their decision making.

#### **The self-improving school system**

1. Create an outward-facing school which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils with behaviour and learning needs.
2. Develop effective relationships with fellow professionals and colleagues in other public services, particularly Health, to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.