###

### Headteacher Job Description

**Core Purpose**

This job description reflects the **National Standards for Headteachers** and embodies three key principles, namely that the work of headteachers should be:

* Learning-centred
* Focused on leadership and management
* Reflect the highest possible professional standards.

In carrying out his/her duties, the headteacher shall consult, where appropriate, with the Caldecott Trustees Education Committee, the staff of the school, its pupils and their parents and carers.

The headteacher at The Caldecott School will be required to provide professional leadership and management for the school to achieve and secure high standards in all areas of the school’s work. To gain this success the headteacher must:

* Effectively managing teaching and learning
* Ensure personalised learning to realise the potential of all pupils.
* Establish a culture that promotes excellence, equality and high expectations of all pupils.

As the leading professional in the school, accountable to the Education Committee of Caldecott Trustees, the headteacher will:

* Provide vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets.
* Be a core member of the leadership team of the Caldecott Foundation contributing to the development of the foundation and all its services
* Ensure that the school reflects the values of the Caldecott Foundation
* Be responsible for evaluating the school’s performance to identify the priorities for continuous improvement and raising standards;
* Ensure equality of opportunity for all through policy and practice
* Deploy resources efficiently and effectively to achieve the school’s aims and objectives in the day-to-day management, organisation and administration of the school.
* Secure the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children and SEN departments from a variety of commissioning LA’s.
* Be responsible for creating a productive learning environment, which is engaging and fulfilling for all pupils.

**Shaping the future and improving the life chances of our pupils**

In Shaping the Future our headteacher will be expected towork with the Foundation through its’ Trustees, leadership team and operational management, including school improvement advisor, to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders’ values and beliefs. Our headteacher will:

* Ensure the vision for the school reflects the values of the Caldecott Foundation and is clearly articulated, shared, understood and acted upon effectively by all.
* Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
* Demonstrate the vision and values in everyday work and practice.
* Motivate and work with others to create a shared culture and positive climate.
* Encourage creativity, innovation and the use of appropriate new technologies to achieve excellence.
* Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

**Leading Learning and Teaching**

Our Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils’ achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective and enthusiastic learners. He/or she will:

* Enable a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning.
* Ensure that learning is at the centre of strategic planning and resource management.
* Establish creative, responsive and effective approaches to learning and teaching.
* Build a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
* Demonstrate and articulate high expectations and set stretching targets for the whole school.
* Implement strategies, which secure high standards of behaviour and attendance.
* Initiate and implement a diverse, flexible curriculum and implement an effective assessment framework.
* Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
* Monitor, evaluate and review classroom practice and promote improvement strategies.
* Challenge underperformance at all levels and ensure effective corrective action and follow-up.

**Developing Self and Working with Others**

We expect our headteacher to manage themselves and their relationships well by building a professional learning community, which enables others to achieve. Through performance management and effective continuing professional development practice, our headteacher will support all staff to achieve high standards by:

* Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
* Building a collaborative learning culture within the school and actively engage with other schools and services to extend that learning community.
* Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review.
* Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
* Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
* Developing and maintaining a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
* Regularly reviewing own practice, set personal targets and take responsibility for own personal development.
* Managing own workload and that of others to allow an appropriate work/life balance.

**Managing the Organisation**

The headteacher will need to organise and manage the school well and seek ways of improving organisational structures and functions based on rigorous self-evaluation. He/she should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Our headteacher will:

* Create an organisational structure which reflects the school’s values, and enables the management systems, structures and processes to work effectively and legally.
* Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
* Ensure that policies and practices take account of national and local circumstances, policies and initiatives.
* Manage the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities.
* Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
* Implement successful performance management processes with all staff.
* Challenge inappropriate staff behaviour and deal effectively with staffing issues, including those relating to conduct, competence and attendance.
* Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
* Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
* Use and integrate a range of technologies effectively and efficiently to manage the school.

**Securing Accountability**

The Headteacher at The Caldecott School is accountable to a wide range of groups, particularly pupils, parents, carers, Trustees and SEN departments within LA’s. He/she will ensure that pupils enjoy and benefit from a high-quality education that meets all educational needs contained in each pupil’s Education Health Care Plan. Our headteacher will:

* Fulfil commitments arising from contractual accountability to the trustees.
* Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
* Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
* Work with the trustees (providing information, objective advice and support) to enable it to meet its responsibilities.
* Develop and present a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, parents and carers.
* Reflect on personal contribution to school achievements and take account of feedback from others.

**Strengthening Community**

School leadership at The Caldecott School should commit to engaging with the internal and external school community to secure equity and entitlement. Our headteachers will be expected to collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well being of all children. Therefore, our headteacher will:

* Build a school culture and curriculum which takes account of the richness and diversity of the school’s communities.
* Create and promote positive strategies for challenging prejudice and dealing with harassment.
* Ensure learning experiences for pupils are linked into and integrated with the wider community.
* Ensure a range of community-based learning experiences.
* Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well being of pupils and their families.
* Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development.
* Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
* Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
* Co-operate and work with relevant agencies to protect children.

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.*

**Person Specification**

**Please Note:** Candidates failing to meet any of the essential criteria will automatically be excluded

**[A] Qualifications**

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| **Qualification requirements** | **Essential** | **Desirable** | **Source** |
| Qualified teacher status | **E** |  | **A** |
| Degree | **E** |  | **A** |
| For applicants for whom this is their first headship to have been accepted onto or currently engaged in NPQH  |  | **D** | **A** |

**[B] Professional Development**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Evidence of regular, recent and appropriate professional development for the role of Headteacher. | **E** |  | **A** |
| Has successfully undertaken the Secretary of State's (NCSL, CWDC or local authority) approved "safer recruitment" training or has a commitment to do so within 12 months of taking up the post. | **E** |  | **A** |
| Has successfully undertaken appropriate Child Protection training. | **E** |  | **A** |

**[C] School leadership and management experience**

|  | **Essential** | **Desirable** | **Source** |
| --- | --- | --- | --- |
| Recent successful leadership as a headteacher |  | **D** | **A** |
| Substantial and current experience as a senior leader in a special school | **E** |  | **A** |
| Active and effective leadership of a team, key stage, curriculum area, phase or department within a special school context | **E** |  | **A** |
| Be able to demonstrate successful leadership in at least one special school with a similar SEN intake profile. | **E** |  | **AI** |
| Leadership experience across the full age range of the school from 5-16 |  | **D** | **A** |
| To have taken an active involvement in school self evaluation and development planning  | **E** |  | **A** |
| To have implemented and developed a whole school initiative | **E** |  | **A** |
| Awareness understanding of strategic financial planning, and the management of resources in relation to their contribution to child achievement. | **E** |  | **AI** |
| To have had a key involvement in reviewing and developing the curriculum |  | **D** | **AI** |
| To have had responsibility for policy development and implementation |  | **D** | **AI** |
| To have had experience of and ability to contribute to staff development through INSET and/or coaching and mentoring |  | **D** | **A** |

**[D] Experience and knowledge of teaching**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Experience of teaching in more than one school |  | **D** | **A** |
| Experience of teaching in a school across the full age range |  | **D** | **A** |
| Significant teaching experience across at least two phases within a special school context. | **E** |  | **A** |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses using the Principles of the Progression Guidance for pupils working outside age related expectations. |  | **D** | **A** |
| To be able to exemplify how the needs of all pupils including those from vulnerable groups have been met through high quality teaching and learning experiences. | **E** |  | **AI** |

**[E] Professional Attributes**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| Demonstrate an understanding, awareness and empathy for the specific and wide ranging needs of the pupils at The Caldecott School and how these could best be met. | **E** |  | **AI** |
| Able to demonstrate a clear rationale for behaviour management within a context of a special school for children who may have challenging behaviour resulting from their SEN and a proven track record of the effective implementation of a range of strategies/therapies to support pupils with SEBD. | **E** |  | **AI** |
| Excellent written and verbal communication skills (which will be assessed at all stages of the process). | **E** |  | **AI** |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. | **E** |  | **AR** |
| A competent user of new technology | **E** |  | **AIR** |
| **Show a good commitment to sustained attendance at work** | **E** |  | **R** |

[**F] Professional Skills**

Whilst the headteacher is expected to meet all the National Standards of Headship in relation to this appointment, candidates are particularly required to demonstrate their knowledge and understanding of the following:

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Source** |
| **Shaping the Future** |  |  |  |
| Ensuring that the vision for the school as a centre of excellence and outstanding practice is clearly articulated, shared and acted upon by all member of the school community | **E** |  | **AI** |
| Demonstrate a range of skills in encouragement, motivation and mentor support to enable the staff team to further develop and fulfil our ambition of excellence for the school and all its pupils. | **E** |  | **AI** |
| **Leading Learning and Teaching** |
| Further develop the creative and innovative use of new technologies, new teaching techniques and curricular innovation to enhance and enrich the learning experiences of our pupils.  | **E** |  | **AI** |
| To build a culture of success and an ethos of challenge and support where all our pupils are enabled to develop an engagement in learning and to maximise their independence skills and choices.  | **E** |  | **AI** |
| **Developing Self and working with Others** |
| Maintain and further develop our positive school culture and family atmosphere which seeks to treat everyone fairly, with dignity, respect and high expectations.  | **E** |  | **AI** |
| Ensure that * systems are in place to plan, allocate, support and evaluate work tasks between staff teams
* delegation of leadership and management responsibilities is equitable and appropriate.
* success is celebrated and
* action taken when performance is unsatisfactory.
 | **E** |  | **AI** |
| **Managing the Organisation** |
| Develop and manage an organisational structure which reflects the school's values and enables the management systems, structures and processes to work effectively to comply with statutory requirements and best practice. | **E** |  | **AI** |
| Ensure that all that the range, quality and use of all the available resources of the school is monitored, evaluated and reviewed to improve the quality of education, care and guidance provision and secure good value for money. | **E** |  | **AI** |
| **Securing Accountability** |
| Develop a school ethos, which supports collaborative working, sharing of best practice, knowledge and understanding, celebrating success and accepting responsibility for outcomes.  | **E** |  | **AI** |
| Develop and present a coherent, understandable and accurate account of the school's performance and strategy for improvement to a range of audiences including Governors, parents and carers | **E** |  | **AI** |
| **Strengthening the Community** |
| Ensure that learning experiences for pupils are linked into and integrated with the wider community by securing a wide range of community-based activities  | **E** |  | **AI** |
| Create and maintain an effective partnership with parents to support the personal development, communication skills and educational progress of all our learners.  | **E** |  | **AI** |

**[G] Personal Qualities**

|  | **Essential** | **Desirable** | **Source** |
| --- | --- | --- | --- |
| Continue to promote the Caldecott Foundation and the Caldecott School’s strong educational philosophy, ethos and values | E |  | **AI** |
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals | E |  | **AI** |
| Be a positive role model at all times, a highly effective and respected representative of the school.  | E |  | **AI** |
| Be a strong and visible presence in all areas of school | E |  | **AI** |
| Be approachable, person centred. | E |  | **AI** |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | E |  | **AI** |
| Build and maintain quality relationships through interpersonal skills and effective communication | E |  | **AI** |
| Demonstrate personal and professional integrity, including modelling values and vision | E |  | **AI** |
| Inspire trust and confidence across the school and community | E |  | **AI** |
| Be creative, dynamic | E |  | **AI** |
| Manage and resolve conflict | E |  | **AI** |
| Prioritise, plan and organise themselves and others | E |  | **AI** |
| Think analytically and creatively and demonstrate initiative in solving problems | E |  | **AI** |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | E |  | **AI** |
| Able to empathise appropriately and take necessary steps | E |  | **AI** |
| Demonstrate a capacity for sustained hard work with energy and vigour | E |  | **AI** |
| Demonstrate resilience and optimism | E |  | **AI** |
| Demonstrate impact and presence | E |  | **AI** |
| Demonstrate warmth, empathy and good sense of humour  | E |  | **AI** |

**[H] Confidential References and Reports**

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| --- | --- |
| Positive recommendation from all referees, including current employer | **E** |