

JOB DESCRIPTION

Job title:	Headteacher
Post number:	HT1
Grade:	L23 – L29 Fringe
Contract and Hours:	School Teachers' Pay and Conditions
Responsible to:	Executive Headteacher
Responsible for:	Senior Leadership Team HR Officer
Job purpose:	The Headteacher is responsible for providing an outstanding education for all pupils at Estuary Academy North. The Headteacher will work closely with their senior team to secure outstanding teaching and learning and to develop a warm, stable, supportive school culture which supports pupils to develop pro-social behaviours and self-regulation skills.
Key internal contacts:	<div> Governors Executive Headteacher Director of School Improvement Trust Executive Team ALT Kent & Medway Heads </div> <div> Leadership Team SENCO Teachers Administrative Staff </div>
Key external contacts:	OFSTED Leadership in other schools DfE Parents / Carers Local Authorities
Special consideration:	Hold a clear Enhanced DBS check Hold a current driving licence with own transport

Duties and responsibilities

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.

Key Responsibilities

- To lead Estuary Academy North and its staff to deliver and enable extremely high standards of teaching and learning, behaviour and sustained progression into their next stage
- To lead, motivate, support, challenge and develop staff to contribute to a school culture which is dedicated to transforming the lives of pupils who have social, emotional, mental health related difficulties
- To set up, secure and sustain effective teaching and learning throughout the school in all subjects and enrichment areas
- To oversee the implementation and co-ordination of Alternative Learning Trust's vision and ethos as it grows to full capacity including supporting pupils to understand themselves and develop self-regulating behaviours
- To develop Alternative Learning Trust's presence within Kent, working in partnership with local schools and Kent County Council
- Establish the school in the community, providing an outreach service and support for local schools in due course
- Leadership of effective external relationships, including the local community and other stakeholders
- Working as part of the Alternative Learning Trust's trust leadership team securing strong partnership links across all Alternative Learning Trust settings.
- Provide regular reports and updates with regards to whole school performance and progress to Alternative Learning Trust central team colleagues and Trustees
- Establish and oversee systems & processes so Estuary Academy North operates effectively
- To lead the safeguarding and well-being of all pupils
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the context of Estuary Academy North.
- Allocate delegated financial resources appropriately, efficiently and effectively
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct at all times.

Main purposes of the role

- Secure effective teaching & learning, high attendance and opportunities to develop prosocial behaviours for all pupils within Estuary Academy North.
- Secure commitment of the whole of Estuary Academy North community to Alternative Learning Trust's vision and direction
- Lead by example; provide inspiration, motivation and embody the Alternative Learning Trust vision, culture and purpose into the leadership of Estuary Academy North for pupils/students, staff, parents and carers
- Ensure that all those involved at Estuary Academy North are committed to its aims and are accountable for securing high quality education and sustained progression in support of pupils next stage
- Present a coherent and accurate account of Estuary Academy North's performance in a format appropriate to a range of audiences including the Trustees, the CEO, Ofsted and others, in order to enable them to play their part effectively.

Strategic leadership (shaping the future)

- In partnership with the Executive Team and the Senior Leadership Team and governors, establish and implement an ambitious vision and ethos for the future of the school.
- Play a leading role in the strategic development and school self-evaluation planning process.
- In partnership with the Executive Team and the Senior Leadership Team, manage staff and school resources.
- Devise, implement and monitor action plans and other policy developments.
- In partnership with the Executive Team and the Senior Leadership Team, lead by example when implementing and managing change initiatives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

Leading & Managing

- Create a culture where students experience a positive and enriching school life built on relationships, warmth and care
- Encourage students to develop self-regulation strategies and high standards of behaviour, built on consistent routines that are understood by all staff and students and are clearly demonstrated by all adults
- Use consistent and fair approaches to managing challenging behaviour with the focus on supporting pupils to better understand themselves and their behaviours
- Establish and sustain high-quality teaching and learning across all subjects and phases, underpinned by subject expertise and pedagogy
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum including reading strategy
- Use valid, reliable and proportionate approaches to assessing pupil knowledge and understanding of the curriculum
- Monitor and evaluate the quality of teaching and standards of pupil achievement using benchmarks and target setting for improvement.
- Motivate and enable staff to carry out their respective roles to the highest standards, through high quality continuing professional development based on an assessment of needs
- Implement and sustain effective systems for the management of staff performance incorporating targets for teachers, targets relating to student achievement and personal professional development
- Plan allocate support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities and holding staff to account for the outcomes and impact
- Maximise the contribution of staff to improve the quality of education and care provided and ensure that constructive working relationships are formed between staff, pupils, parents/ carers
- Ensure that all staff have access to appropriate professional development opportunities
- Participate in arrangement for performance management and take responsibility for promoting own professional development
- Take overall responsibility for the organisation, co-ordination and implementation of Estuary Academy North's curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Ensure the Chief Executive Officer is well informed about plans and priorities for all areas of the Estuary Academy North
- To directly line manage the senior leadership/management team of Estuary Academy North and to specifically oversee the management of:
 - a) an ethos that promotes effective teaching and learning and improvement in pupil behaviour suitable for students with SEMH
 - b) teaching and learning and monitoring the quality of teaching and students' achievements including the analysis of performance data
 - c) positive working relationships between colleagues, staff and pupils.
 - d) suitable target setting for staff and pupils which are monitored and evaluated effectively
 - e) developing effective relationships and strong links with parent, carers and outside agencies
 - f) staff cover in cases of absence
 - g) an annual planner/cycle of school operations including curriculum review, timetabling, team meetings, rotas and training sessions
 - h) performance management – developing staff at all levels.

Efficient and effective deployment of staff and resources

- To efficiently and effectively deploy staff & resources in line with agreed budget plan
- Manage, monitor and review resources in order to improve the quality of education, improve students achievements, ensure efficiency and secure value for money
- Manage and organise facilities efficiently & effectively
- Manage all areas of identified expenditure, and ensure effective administration and control in line with trust & ESFA guidelines.

Accountability

Be accountable to an identified Executive leader or CEO for the efficiency and effectiveness of Estuary Academy North by:

- Presenting a coherent and accurate account of Estuary Academy North's performance in a form appropriate to a range of audiences
- Planning effective monitoring, evaluating and reviewing of education at Estuary Academy North reporting regularly to the identified executive leader
- Monitoring and continuously update Self Evaluation Form documentation
- Providing as required any local and national data required by the executive leaders
- Thinking creatively and imaginatively to anticipate and solve problems and identify opportunities
- Holding responsibility for Health and Safety and welfare including identifying, managing and mitigating risk
- Undertake any other responsibilities as reasonable directed by the identified executive leader
- Manage staff well with due attention to workload, wellbeing and work life balance.

Professional development

The Principal will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development.

Trust

- Promote the Trust's core themes of working with vulnerable young people and helping them to flourish.
- Promote the safeguarding and welfare of children and young people.
- Comply with the Trust's policies and procedures (e.g. equal opportunities and health and safety).
- Ensure high standards of behaviour and dress are maintained.
- Work flexibly to be able to support Trust and their families during extended hours' provision e.g. during school holiday periods.

PERSONAL SPECIFICATION

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.**

	Essential	Desirable	MOA
Qualifications			
Qualified Teacher Status.	✓		C
To have or be willing to study for the National Professional Qualification in Headship.	✓		A, C
Experience and knowledge			
Successful leadership within a school through Ofsted.	✓		A, I
Substantial teaching experience and a strong track record of securing improved outcomes for pupils with additional learning and support needs.	✓		A, I
Experience of providing effective challenge resulting in improved results.	✓		A, I
Experience of developing/introducing evidence-based interventions and innovative practice.	✓		A, I
Experience of analysing data and supporting in SEF process and development of SDPs.	✓		A, I
Extensive experience of observing teaching and learning and supporting improved standards on a consistent basis.	✓		A, I
Current knowledge of the national agenda around education, in particular special education and alternative provision, and the challenges and opportunities for schools.		✓	A, I
Experience of managing safeguarding.	✓		A, I
Experience of managing behaviour for learning.	✓		A, I
Experience working with pupils with SEMH/ SEN	✓		A, I
Skills, abilities and personal qualities			
Ability to create and analyse data and other performance management and tracking and to translate into planning and targets for school improvement.	✓		A, I
Ability to communicate effectively to a range of audiences and a range of methods including communicating complex information in an inclusive way.	✓		A, I
Excellent inter-personal skills and the ability to work in a variety of settings in a multi-agency and multi-disciplinary way.	✓		A, I
Ability to facilitate training and other methods of development to enable a wide range of stakeholders to engage in school improvement.		✓	A, I
Ability to review and implement policy in an inclusive way.	✓		A, I
Demonstrable skills in developing a culture of staff, pupil and parental engagement.	✓		A, I
Special conditions			
Hold a current driving licence and use of own transport between sites.	✓		A, I
Willing to undertake an Enhanced DBS check.	✓		A
Willing to work beyond conventional hours.	✓		A, I

