

## Job Description

|                   |   |   |
|-------------------|---|---|
| Role              | <b>Headteacher</b>  |   |
| Directorate       | Education Services  |   |
| Reports to        | Director of Education   |   |
| Direct reports    | Deputy Headteacher<br>Assistant Headteachers<br>CESAs<br>Teachers | Teaching Assistants<br>School Secretary |
| Key relationships | Group Organisational<br>Therapist<br>Course Tutor                 | Human Resources Team                    |

### **Purpose**

This is a senior leadership and therapeutic role within Childhood First's provision of services for children and young people with complex trauma-related needs. As the Headteacher you will work to ensure effective leadership and day to day management of the education services delivered by our community school.

### **Key Responsibilities**

The Headteacher will have responsibility for:

- Formulating the aims and objectives of the school.
- Establishing policies for achieving these aims and objectives.
- Monitoring progress towards the achievement of the school's aims and objectives.
- Establish and sustain the school's ethos and strategic direction together with the School Proprietary Body and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

### **Qualities**

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school and the wider community
- Serve in the best interests of the school's pupils

- **Duties and responsibilities**

### **School culture and behaviour**

- The headteacher will:
  - Create a culture where pupils experience a positive and enriching school life
  - Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
  - Ensure a culture of staff professionalism
  - Encourage high standards of positive behavior for learning from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
  - Use consistent and fair approaches to managing behaviour, in line with the school's behaviour code of conduct and policy

### **Teaching, curriculum and assessment**

- The headteacher will:
  - Establish and sustain high-quality teaching across all subjects and phases, based on evidence
  - Ensure teaching is underpinned by subject expertise
  - Effectively use formative assessment to inform strategy and decisions
  - Ensure the teaching of a broad, structured and coherent curriculum
  - Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
  - Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
  - Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
  - Serve in the best interests of the school's pupils and ensure the children's educational needs are met, including arranging training for staff and working in collaboration with local authorities and other training providers to provide the best educational provision.
  - Ensure that all pupils' needs are met via the delivery of a bespoke therapeutic education model in line with our relational group model of ***Integrated Systemic Therapy***

### **Additional and special educational needs (SEN) and disabilities**

The headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

## **Managing the school**

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

## **Professional development**

The headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Ensure training and continuing professional development is effectively planned, delivered and evaluated
- Make sure professional development opportunities draw on experts both within, and beyond the school
- Seek training and continuing professional development to meet the needs of all staff members

## **Governance, accountability and working in partnership**

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

## **Organisational management and school improvement**

- Establish and sustain the school's ethos and strategic direction together with the proprietary body and through consultation with the school and wider community.
- Establish and oversee systems, processes and policies so the school can operate effectively.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Manage staff with due attention to workload.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.

## **Therapeutic effectiveness**

- Participate and engage in psychodynamic groups and business meetings as appropriate to the role. Contribute to the effective delivery of these meetings so that these are maintained to a high standard and that all staff, at the appropriate level, attend these.
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- Lead and contribute to a working environment that promotes a learning culture by modelling and providing support, consultation, supervision and appraisal to staff enabling them to develop and use critical and clinical thinking, and reflective skills to enhance best practice.
- Model good clinical practice and support staff to maintain professional relationships and personal boundaries with staff, children and their networks in adherence with Childhood First's policies and procedures to meet statutory and regulatory requirements.

## **Quality improvement**

- Maintain children and staff records within Childhood First's systems ensuring they are accurate, concise, and up-to-date and in line data protection requirements. Use these records to write reports as required. Flag any concerns to the Headteacher.
- Support the clinical team in the development of reviewing and evaluating outcome measures and contribute to research and the analysis of children and organisation data, engaging in strategic development to improve services.
- Contribute to the maintenance and development of the physical environment to ensure that the grounds and learning spaces are kept to therapeutic and regulatory standards.

## **Other**

- Collaborate, and build effective working relationships, with the members of other Senior Management Teams and Central Services helping to foster a culture of learning best practice in the delivery of our services across our therapeutic communities.
- Participation in all SMT business and dynamics meetings.
- Demonstrate a commitment to Equality, Diversity and Inclusion, Safeguarding and Health and Safety within own practice and challenge behaviours of others that fall short.
- Support, challenge and address the practice of others.
- Keep up to date with good practice guidance, current legislation, government initiatives, and local policies and procedures as well as playing a lead role in the dissemination of these within the team.
- 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 to meet needs.
- Maintain own continual professional development, professional registration and refresher training.
- Adhere and uphold to Childhood First's policies and procedures, good professional conduct and demonstrate a commitment to the vision, mission and values of Childhood First.

- Actively participate in the overall management and development of Childhood First through team, service and organisation wide meetings.
- Contribute to the recruitment, induction and retention of staff.

## Person Specification - Headteacher

### Education and Qualifications

| Requirement             | Essential | Desirable |
|-------------------------|-----------|-----------|
| Degree                  | X         |           |
| QTS                     | X         |           |
| Level 4 Certificate IST |           | X         |
| Level 6 Diploma in IST  |           | X         |

### Experience

| Requirement   | Essential | Desirable |
|---|-----------|-----------|
| Successful leadership and management experience in a school for a minimum of three years as either an Assistant Headteacher or Deputy Headteacher | X         |           |
| Teaching experience - a minimum number of five years' experience  | X         |           |
| Management experience within a therapeutic education setting  |           | X         |
| Strong therapeutic teaching experience  |           | X         |
| Involvement in school self-evaluation and development planning  | X         |           |
| Demonstrable experience of successful line management and staff development.  | X         |           |

### Personal qualities

| Requirement   | Essential | Desirable |
|---|-----------|-----------|
| Commitment to maintaining confidentiality at all times  | X         |           |
| Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position | X         |           |
| A commitment to getting the best outcomes for all pupil and promoting the ethos and values of the school                    | X         |           |
| Commitment to uphold the 7 principles of public life (the <u>Nolan principles</u> ) at all times                            | X         |           |
| Ability to work under pressure and prioritise effectively   | X         |           |

## Knowledge and Skills

| Requirement   | Essential | Desirable |
|---|-----------|-----------|
| Excellent leadership and management skills.   | X         |           |
| Data analysis skills, and the ability to use data to set targets and identify weaknesses  | X         |           |
| Understanding of school finances and financial management   | X         |           |
| Effective influencing, communicating and interpersonal skills to gain the commitment, confidence and compliance from others.                                    | X         |           |
| Ability to communicate a vision and inspire others.   | X         |           |
| Ability to build effective working relationships.   | X         |           |
| Excellent personal organisational skills.   | X         |           |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.  | X         |           |
| Ability to work under pressure, prioritise effectively and contain and manage own stress whilst maintaining appropriate personal and professional boundaries.   | X         |           |
| Insightful in individual and group behaviour and a willingness to consider self in relationship with others and in terms of impact on the work.                 | X         |           |
| Understanding of psychodynamic principles, practices and processes as applied to institutions and individuals working with distressed and traumatised children. | X         |           |
| Knowledge of the context in which social care and education is provided.  | X         |           |
| An understanding of Individual Learning plans, EHCPs and Placement Plans.   | X         |           |
| Designated Safeguarding Lead training.  |           | X         |
| Data analysis skills, and the ability to use data to set targets and identify weaknesses.   | X         |           |
| Understanding of high-quality teaching, and the ability to model this for others and support others to improve  | X         |           |

## Other

| Requirement   | Essential | Desirable |
|---|-----------|-----------|
| Embrace the values of the charity and promote the vision and mission to internal and external stakeholders.   | X         |           |
| Committed to safeguarding the wellbeing of children and young people.   | X         |           |
| Demonstrates a commitment to equal opportunity and anti-discriminatory practice ensuring that personal beliefs are not expressed in ways that exploit the position. | X         |           |
| Current driving license or ability to travel on a regular basis using public transport.   | X         |           |

*This job description is not exhaustive but simply a guide to the level and range of responsibilities the post holder will be expected to undertake. Childhood First retains the right to update this job description at any time to meet organisational requirements.*