****

Birchwood School Alternative Provision Service

Head Teacher - Job Description

Grade: leadership scale: Head Teacher group size 2 = range of £48,808 to £66,517

Responsible to: Management Committee

Purpose of the Job

The Headteacher will provide vision, leadership and direction across the service ensuring it is managed and organised by working strategically with partners and stakeholders to develop outstanding provision, which will transform the educational and future life opportunities of all pupils for whom it is responsible.

The role has overall accountability for the alternative education provision to ensure consistent and high quality delivery in a manner that meets a diverse range of pupil needs across all Key Stages.

Main duties and responsibilities

1.To work with the Management Committee, local Head Teachers, the local authority and other stakeholders in developing and articulating the vision and strategic direction of the service informed by Alternative Provision statutory guidance for LA – Jan 2013 and the Service Level Agreement.

2. To provide strong leadership to develop, with the Management Committee, a staffing structure for the service which will create an effective and equitable resource across Folkestone and Hythe.

3. To establish and maintain partnerships and effective relationships with external bodies including health providers/CAMHs, schools, Early Help and Preventative Services, Social Care and voluntary organisations, in order to optimise pupil progression and outcomes.

4. To support mainstream schools' ability to develop and sustain the capacity to meet the educational needs of pupils who struggle to remain in mainstream education.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents and stakeholders.

3. Lead by example - with integrity, creativity, resilience, and clarity.

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 service.

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, 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.

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.

6. Directly line-manage the leadership team, delegating responsibilities appropriately and holding them to account for standards in their area of responsibility. Ensure that through them all staff are held to account for their professional conduct and practice.

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 Management Committee to understand its role and deliver its functions effectively – in particular its function to set service 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 service’s sustainability.

The self-improving school system

1. Create an outward-facing service which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

2. Develop effective relationships with fellow professionals and colleagues in other public services, 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 provision through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to service 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.

****

Birchwood School Alternative Provision Service

Headteacher - Person Specification

Qualifications

* Qualified Teacher Status
* Evidence of further professional development in preparation for educational leadership
* Undertaking or in possession of the NPQH

Experience

* Evidence of successful substantial senior leadership at headship or deputy headship level in school, service or senior officer level in local authority.
* Evidence of successful experience of leading a provision or education service.
* Evidence of successfully managing significant change within an organisation in a constructive and sensitive manner.
* Evidence of successfully operating within an accountability framework for the quality of provision and improved outcomes to Management Committee, OFSTED, or the local authority.
* Evidence of successfully analysing data and drawing up improvement plans which are monitored and evaluated and result in measurable improvement.
* Evidence of driving up standards of teaching and learning to ensure excellent outcomes for pupils including reducing the gap for disadvantaged pupil groups.
* Evidence of effectively promoting and implementing the processes necessary to safeguard and promote the welfare of children.
* Evidence of successfully developing and maintaining a fair and open workplace culture, and an ability to manage conflict positively.
* Evidence of successful management of staff performance including supervision, target setting and capability and or conduct management procedures.
* Evidence of effective working with vulnerable families and with multi-agency teams to develop integrated programmes of support for children with a range of barriers to their learning.

Skills and abilities

* Ability to inspire others to be innovative and take calculated risks to improve practice.
* Ability to manage and monitor budgets and deploy human resources.
* Ability to develop leadership capacity and skills within teams and individuals.
* Ability to work under pressure, determine priorities and meet deadlines.
* Ability to travel in a timely and efficient manner to meet the needs of the post.
* Ability to communicate and convey information for differing purposes, using a variety of media to ensure audience understanding.

Knowledge

* A sound knowledge and understanding of the legislation and guidance to which the Alternative Provision Service must have regard.
* A sound knowledge and understanding of the barriers to learning and inclusion experienced by children and young people.