

Stone Bay School



Headteacher Job Description and Person Specification

School Mission Statement.

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

“Getting it right for every student”

Job Title:	Headteacher.
Responsible to:	Governing Body.
Salary scale:	Group 5 (L18-31) £64,143 - £88,187 plus residential allowance.

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Main Purpose of Job

To provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school. Develop, implement and evaluate the school's policies, practices and procedures.

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The Headteacher will work with staff, governors, parents/carers, KSENT colleagues and the local authority to build on the strong foundations that are in place in order to maintain and further improve all aspects of the school's standards and quality.

Key Domains at Stone Bay School.

Ethics and Professional Conduct

The Headteacher upholds public trust in school leadership and maintains high standards of ethics and behaviour, both within and outside school. The headteacher is expected to:

- build relationships rooted in mutual respect, and at all times observe proper

- boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As a leader of the school community and profession, a headteacher is to:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Culture and Ethos

The headteacher is expected to:

School Culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- have a deep understanding of the difficulties faced by pupils with SEMH needs.
- create a culture where pupils, who have previously experienced loss or rejection, can experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Behaviours

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour, considering the specific needs of each pupil.
- ensure that adults within the school model and teach the behaviour of a good citizen
- embrace and encourage Restorative Approaches to manage and resolve conflict.

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Quality of Education

The headteacher is expected to:

Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn, particularly those with a range of learning difficulties
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and Assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Additional and special educational needs

- ensure the school holds ambitious expectations for its pupils, all of whom have additional and special educational needs and disabilities
- sustain a culture and practices that enable pupils to access the curriculum and learn effectively where they have previously experienced failure
- sustain a culture whereby pupils feel safe and can build relationships with adults and peers based on trust and mutual respect.
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice and that requirements listed in EHCPs are met.

Organisational Effectiveness

The headteacher is expected to:

- **Organisational Management**
- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing, and mitigating risk

School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in Partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils
- To be responsible for representing the school in the local and wider community and beyond. He/she will build strong relationships with KSENT partners and other mainstream schools to enable the school to further grow in excellence.
- To manage the Service Level Agreement for the Dover, Deal and Sandwich District Specialist Teaching and Learning Service, ensuring that the STLS provides an outstanding service to local schools.

Admissions

- Manage the process of referrals, assessment and admissions to the school working collaboratively with local authority SEN departments, assessment officers and parents and carers.
- Manage all activities related to SEN Tribunal appeals, including co-ordinating the school's

- response and representing the school at hearings, or deciding on such representation.

Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and 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

Residential Care

- Provide effective leadership and oversight of the residential provision including management of the Head of Care.
- Ensuring rigorous adherence to the Social Care common Inspection Framework and National Minimum Standards for Residential Special Schools.
- To continue to provide a caring and empathetic environment to meet the needs of residential pupils and supporting their families.
- Establish and sustain the safeguarding culture within our school and ensure that staff understand their role and responsibilities in relation to safeguarding.
- Maintain a whole school ethos for promoting positive behaviour.

** A Headteacher will undertake any other duties which from time to time will be required and be relevant and commensurate with the post as deemed necessary by the governing body and local authority.

Please note: Stone Bay School is committed to safeguarding and promoting the safety and welfare of children and young people. All staff and volunteers are expected to share this commitment and all appointments will be subject to appropriate vetting, including an enhanced DBS disclosure check. Some roles may need to comply with the 'Childcare Act 2006' and the 'Childcare (Disqualification) Regulations 2009' where additional disclosure of information will be required.

Person specification.

1: Leadership

Criteria	Wording Choices
1.1: Leader with Vision	Works in partnership with the Governing body to develop and build upon the school's vision, to be cascaded via the senior leadership team to improve school performance
1.2: Inspirational Leader	Is able to inspire staff, pupils, parents and the local community, developing engagement with school vision, values and goals which impact on school improvement
1.3: Strategic Leader	Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes
1.4: Builds Positive Relationships	Demonstrates excellent people management skills, emotional intelligence and approachability
1.5: Entrepreneurial Leader	Proactively develops and implements innovative ideas and embeds these into organisational culture to drive school performance with a managed risk approach
1.6: Empowering Leader	Inspires and influences others to believe in the importance of education in our children's lives, and encourages them to value education
1.7: Ability to monitor school performance	Rapidly learns new tasks and quickly commits information to memory
1.8: Supports Effective Governance	Welcomes strong governance and actively supports the GB to understand its role and deliver its functions of strategy-setting and monitoring effectively

2: Teaching, Learning, Assessment and Additional/Special Educational Needs

Criteria	Wording Choices
2.0: Experience of Curriculum Design/Delivery	Has a proven track record of developing evidence informed approaches to reading that result in high outcomes
2.1: Experience of Improving Teaching and Learning	Has a proven track record of school improvement
2.2: Sets ambitious standards for all pupils including those with	Ensures that teachers and other staff have consistently high expectations of what each pupil can achieve and are effectively prepared for their next phase of education and life

Special Educational Needs and/or Disabilities (SEND)	
2.3: Diminishes differences for outcomes of vulnerable groups	Recognises equality of opportunity and promotes diversity through teaching and learning
2.4: Collaborative Approach	Establishes an education culture of 'open classrooms' sharing best practice within school and with other schools, drawing on and conducting relevant research and robust data analysis
2.5: Strategic Use of Data	Analyses quantitative and qualitative data and all other sources of information effectively to inform school priorities
2.6: Empowering Teaching and Learning and the use of Assessment	Demonstrates how rigorous review and evaluation of whole school staff performance management leads to school improvement; raises achievement and brings about high expectations of success
2.7: Improves Teaching Practice	Is an outstanding practitioner who is able to model all elements of good practice to staff
2.8: Behaviour	2.8.2: Evidence of fostering a culture of high expectation and mutual respect between pupils and adults

3: Organisational Effectiveness

Criteria	Wording Choices
3.1: Ability to Manage Staff	Is able to hold all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice
3.2: Ability to Motivate and Develop Staff	Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
3.3: Change Management Skills	Works in partnership with the school leadership team, responding to change opportunities, providing effective solutions for implementation, and making positive use of the opportunities it presents
3.4: Financial Management and Astuteness	Is an experienced financial manager, skilled in the identification and implementation of successful investment opportunities, together with the effective management and planning of school budgets to maximise cash flow and ensure the equitable deployment of budgets and resources
3.5: Communication Skills	Adapts interpersonal style to suit different people or situations

3.6: Goal Setting and Planning Skills	Identifies and organises resources needed to accomplish tasks
3.7: Organisational Skills	Sets clearly defined objectives and appropriate

4: Ethos / Values

Criteria	Wording Choices
4.0: School Culture	Ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
4.1: Clear Values and Moral Purpose	Possesses a passionate belief that all young people can succeed
4.2: British Values	Understands the importance of British values, consistently models these values and demands the highest standards of respect and tolerance from all staff, pupils and stakeholders
4.3: Values Diversity	Promotes equality of opportunity and respect for diversity
4.4: Religious Character	Upholds and promotes a distinctive Christian ethos and the Spiritual, Moral, Social and Cultural development of all pupils
	Demonstrates commitment to safeguarding and promoting the welfare of children, with a good understanding of relevant procedures and practices
	Is able and committed to promote and develop the school's distinctive Christian vision, standards and character
	Is regarded as a school leader but also a team player, with a commitment to work in partnership with the Governing Body, parents, local churches, other schools, pre-schools, the Diocese, Local Authority and continue to contribute to the collaborative ethos of local partnerships
	Holds a passionate desire for every child to flourish and achieve their very best in their academic, social, physical and spiritual development
	Is a courageous advocate who will promote dignity and respect, celebrate diversity and promote an understanding of living well together both in the local, national and global context.