



## **Headteacher Job Description**

### **Job Purpose**

The Head Teacher will provide effective leadership and management of the school that ensures the school meets its aims and objectives, and operates within the overall strategy and guidelines of the Outcomes First Group. Key objectives of the role, that the Head Teacher is expected to achieve;

- Outstanding outcomes for Children and Young People that are a reflection of their needs, abilities and aptitudes.
- A safe environment that protects the welfare of Children and Young People and staff in the school.
- Meeting all statutory requirements as defined by the DfE, Ofsted and other external bodies and achieving the highest inspection ratings possible.
- A motivated staff group that is fully engaged in the goal of achieving excellence in all areas of school life and who are committed to continuing personal and professional development.
- The commercial success of the school as defined by 100% occupancy, the rigorous management of costs and the development and implementation of growth plans as appropriate.
- Effective strategic and operational planning, that includes self-evaluation, school improvement and delivery.
- A shared vision, that fits within the overall Outcomes First Group strategy, which inspires and motivates students, staff and all other members of the school community.

### **Key Accountabilities**

#### **Outstanding C&YP Outcomes**

- The ultimate goal for the school is to admit Children and Young People and assess where they are in terms of their academic and personal development. Develop and implement programmes that result in the C&YP achieving their full potential whilst at school and go on to have a fulfilling life, making a positive contribution to society.
- The Head teacher is responsible for leading on the delivery of outcomes for C&YP, the overall success of the school and line manages all the staff, including volunteers and contract staff.
- To achieve the goal of outstanding pupil outcomes the job holder will need to develop, apply and review a number of elements that contribute to its success. This work will be done in conjunction with the Outcomes First Group Education



Quality manager and also using the School Quality Forums. The areas contributing to delivering outstanding pupil outcomes include:

- A highly engaging and relevant Curriculum that meets the needs of the C&YP
- An understanding of where the C&YP is on a range of academic and non academic criteria and the assessment processes that enable the tracking of progress against this baseline assessment.
- Evidence of outstanding pupil progress, relative to their start point, measured against national guidance, which leads to achievement of appropriate and recognised qualifications.
- High quality teaching that delivers effective learning.

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ategies that result in improved behaviour which in turn increases engagement in learning.

- Therapeutic programmes which are integral to the education programme.
  - Strategies that improve attendance.
  - Provision of positive experiences which promote the pupil's spiritual, social, moral and cultural development.
- The Head teacher will build close working relationships with all stakeholders, including pupils, parents, LA staff, to work as a team whose aim is to deliver excellent outcomes for the C&YP.
  - The Head teacher will develop and implement systems that regularly monitor the effectiveness of the teaching standards.

### **Safe Environment**

- The Head teacher should ensure that the school has in place Health and Safety policies and procedures and that there are structures and systems that ensure the application of these policies and procedures. The establishment of these policies, practices and procedures is done in association with the Outcomes First Group resources.
- The Head teacher should ensure that all elements of Safeguarding are in place at the school, all procedures and practices followed precisely and that the recording of all incidents, and follow up, is completed in full and on time.
- The elements of Safeguarding that must be in place include: safer recruitment, staff induction and training, care and control policies, practices and procedures, Child Protection policy, practices and procedures in line with LCSB, e- safety, anti-bullying, educational visits and activities with appropriate designated responsibilities in place.
- To undertake responsibilities as defined by the School's Health & Safety policy and systems.
- To ensure pupils and staff can work and learn in an environment free from discrimination, bullying or harassment.
- To ensure that safe working and operational practices are in place including risk assessments and PHP's.
- To develop and implement DDA plan.
- To provide quality physical provision that meets the needs of the C&YP and effective delivery of a broad and balanced curriculum.

### **Statutory requirements**

- The job holder must be completely familiar with all the detail in all regulations, statutory instruments and standards which apply an Independent Special School.



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must be regular auditing and review processes to ensure compliancy at all times. This will be done in association with the Acorn Education and Care Quality Manager.

- To maintain an awareness of the potential changes in legislation and therefore the impact on the School and its status.

### **Motivated staff group**

- Central to the establishment of a highly motivated staff group is a structured rigorous recruitment and selection process which clearly sets out the quality of person and professional skills required.

maximise the contribution of staff to improve the quality of education provided and standards achieved.

- To create an effective working environment that establishes positive and trusting relationships are formed between staff and the C&YP.
- Develop and implement a strategic plan for CPD for the entire school workforce that supports the achievement of the school improvement objectives.
- The Head teacher is responsible for the development of excellent employee relations and managing all aspects of employment legislation.
- Implementing and sustaining effective systems for the management of staff performance, incorporating performance management and regular supervision.
- The Head teacher is an effective role model, and therefore requires the capacity and capability to mentor and operationally manage staff.

### **Commercial success**

- The commercial and administrative operation of the school are key to supporting the core pupil outcome and other school goals and will enable further investment and development in the school to take place.
- The headteacher will take an active role in the marketing of the school to parents and local authority customers to ensure that all potential referrals are captured and evaluated by the school.
- The Headteacher must also ensure that the school has effective internal processes that move each referral through the pipeline as quickly as possible, meeting standards expected by our customers
- The Headteacher has at their disposal the central Acorn marketing and admissions team to support this work.
- The school should have clear and rigorous cost control processes to ensure that expenditure is kept within agreed limits and is reviewed in the light of movements of pupil numbers outside the originally agreed planned levels

### **Effective planning and operations within a Continuous Improvement culture**

- The Head teacher, in association with central Acorn team, should complete an annual review of the school's performance and create an improvement plan which covers all areas of school life. These plans will have clear, concise goals with timed targets, together with supporting action plans.
- The Head teacher will ensure that all stakeholders are engaged with the plan and are aligned appropriately to ensure delivery of target outcomes.
- The process of school Self Evaluation will form part of the review of the schools performance, and the cycle of improvement.
- The Head teacher will establish clear systems of meetings, e.g. agenda and



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e Head teacher will establish and review management structures, roles and responsibilities to ensure strategic and operational effectiveness.

- The Head teacher will report progress of the school in terms of achievement of outcomes and also the completion of the agreed action plans.



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ess against these plans and key performance indicators will be reviewed with the SchoolGroup Manager each month and revisions made as appropriate.

- Appropriate communication re the progress of the school and pupil progress will be made to other stakeholders, including parents, LAs and Ofsted

### **Working as part of the Outcomes First Group**

- To act as an ambassador for Outcomes First Group and actively promote the organisation and its values.
- To positively support and participate in the Strategic Plan of the organisation.
- To engage in professional developments within the organisation.
- To support and mentor colleagues.
- To attend regional/national meetings and conferences.



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	Essenti al	Desira ble
<b>Qualifications and Training</b>		
Qualified Teacher Status or equivalent	<input type="checkbox"/>	
Higher degree qualification, postgraduate course, recognised special education qualification		<input type="checkbox"/>
Willingness to extend personal and professional development	<input type="checkbox"/>	
Completion of NPQH		<input type="checkbox"/>
<b>Experience</b>		
At least three successive years experience as a senior leader in special education	<input type="checkbox"/>	
Experience of conducting performance management		<input type="checkbox"/>
Evidence of management of the curriculum and assessment	<input type="checkbox"/>	
Experience of working with children with challenging behaviours	<input type="checkbox"/>	
Experience of leading INSET activities	<input type="checkbox"/>	
Experience of appointing, managing and inducting staff		<input type="checkbox"/>
Experience of resource management	<input type="checkbox"/>	
Experience of financial management		<input type="checkbox"/>
Experience of successful marketing and admissions work	<input type="checkbox"/>	
Experience of managing Health & safety in schools	<input type="checkbox"/>	
Experience of successful team leadership	<input type="checkbox"/>	
Experience of implementing strategies to raise pupil achievement and improve pupil behaviour	<input type="checkbox"/>	
Experience of school improvement planning or action planning	<input type="checkbox"/>	
Experience of planning the curriculum across a range of ages and abilities		<input type="checkbox"/>
Experience of monitoring and evaluating school effectiveness	<input type="checkbox"/>	





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Experience of working with and supporting parents	<input type="checkbox"/>	
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Knowledge and Understanding		
Knowledge of Education Acts and other legislation relevant to special education	<input type="checkbox"/>	
Understanding of safeguarding children requirements	<input type="checkbox"/>	
Understanding of OfSTED requirements	<input type="checkbox"/>	
Understanding of, and commitment to, spiritual, moral, social and cultural development	<input type="checkbox"/>	
Understanding of the characteristics of an effective and inclusive school	<input type="checkbox"/>	
Understanding of the SEN Code of Practice	<input type="checkbox"/>	
Understanding of the National Curriculum, including assessment, recording and reporting requirements	<input type="checkbox"/>	

Professional Skills		
Ability to lead and provide a clear vision	<input type="checkbox"/>	
Appreciation and understanding that leadership and management of schools encompasses processes contributing to pupil outcomes, staff motivation, keeping children safe, filling the school with pupils, managing costs, meeting regulatory requirements and applying growth plans as appropriate	<input type="checkbox"/>	
Ability to enthuse and motivate others	<input type="checkbox"/>	
Ability to manage people and resources to good effect	<input type="checkbox"/>	
High level teaching skills across a range of abilities and ages	<input type="checkbox"/>	
Ability to create and maintain effective team working	<input type="checkbox"/>	
Clear strategic thinker and ability to solve problems	<input type="checkbox"/>	
Ability to formulate and implement policy change	<input type="checkbox"/>	
Ability to initiate and sustain multi-agency cooperation	<input type="checkbox"/>	
Ability to forge links with parents, the local community and other schools in the area	<input type="checkbox"/>	
Good communication skills including written, oral and listening	<input type="checkbox"/>	



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Competent in the use of ICT		<input type="checkbox"/>
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Flexible and approachable	<input type="checkbox"/>	
Decisive	<input type="checkbox"/>	
Resilient under pressure	<input type="checkbox"/>	
Ability to deal sensitively with people and resolve conflict	<input type="checkbox"/>	
Set high expectations for pupils and staff	<input type="checkbox"/>	
Commitment to Continuous Improvement	<input type="checkbox"/>	
Keen interest in meeting the education and care needs of children and young people with complex difficulties	<input type="checkbox"/>	
Sensitivity and understanding of the needs of children and their families	<input type="checkbox"/>	
A positive and energetic approach to work	<input type="checkbox"/>	
Commitment to working with other agencies to support pupils and their progress.	<input type="checkbox"/>	
A desire to fulfil each child's potential	<input type="checkbox"/>	
Commitment to the development of all staff	<input type="checkbox"/>	
Commitment to equality of opportunity	<input type="checkbox"/>	

Updated: GSM JULY 2013