



Job description and person specification

Headteacher

Chaffinch Brook School



Job Description

Job title	Headteacher
School/Service	Chaffinch Brook
Department/Team	Teaching
Reporting to	Director of Education and Care
Responsible for	Senior Team, Teaching Staff, Teaching Support Staff, Administrative and Support Staff
Contract type	Permanent
Term	Full time (Not suitable for job share)
Grade	Leadership Scale L18 - L24
Location	Chaffinch Brook School

“Nurture – Sustain – Grow”

Our emphasis on self-improvement and the continuing desire to do what we do well, is integral to the successful delivery of high quality teaching and learning that serves to meet the complex needs of all our students.

The Leadership Group is of critical importance in guiding our improvement process, through the sensitive and open involvement of students, staff, parents and governors. Each member of the team has individual and specific responsibilities. Each of us is fully aware that our shared responsibility is the strength which underpins the successful promotion of Governing Body principles and the academy's aims and objectives. We recognise the need for corporate collaboration and motivation in managing change and evaluating its introduction in order to raise standards.

Our academies, and the needs of the students on our roll, demand flexible, strategic and operational leadership; leaders who will be expected to exercise individual initiative within a team framework, have a broad perspective of our academies and have attention to detail at all levels.

Our Headteachers must retain the confidence of staff, students, parents and governors in order to reach the shared aim of preparing our children and young people for an active and productive adult life.

Purpose of the Role

- To provide strategic and operational leadership and management that enables the academy to give every pupil an outstanding education.
- The post holder will promote the highest possible standards of achievement and well-being to secure the long-term success of the academy.
- Ensure students are equipped with future-ready skills by overcoming learning barriers and delivering the vision, values, and curriculum of Chaffinch Brook.
- To develop partnerships with local academy's and the wider community and meet the requirements of the Local Authority, Department of Education, Ofsted and examining bodies.
- To instil a creative and innovative style of leadership that inspires the pursuit of excellent educational standards and high aspirations for all students.
- To demonstrate a dynamic and professional leadership style, which motivates staff, sets high expectations, enhances achievement and encourages rigorous and on-going self-evaluation.
- To establish and implement best practice autism approaches to meet the needs of our diverse learners.
- To create a culture that challenges prejudice, values diversity and promotes equality.
- The post holder will be required to carry out their duties in line with professional standards and codes of conduct.

Duties and responsibilities

Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document as relevant to the post holder's title and salary point. The post is otherwise subject to the conditions of service for school teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment, copies of which are available on request.

Leadership, Strategic Direction and Development

- Work with the Governing Body/ Board of Trustees to create the strategic vision, ethos and curriculum plan for the academy.
- Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Governing Body and Board of Trustees.
- Provide dynamic, consistent and motivational leadership to the staff, children, families and wider community served by the academy.
- Translate the academy's vision and aims into operational objectives and plans, motivating and empowering others to carry the vision forward.
- Deliver a curriculum model that will address the barriers to learning of students attending Chaffinch Brook.
- Implement robust and sustainable strategies to drive through changes necessary to deliver high quality services, within the academy and for the broader community.
- Ensure high quality, multi-agency services are available to support the educational, social and behavioural needs of students attending Chaffinch Brook.
- Gain and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans.
- Ensure that the provision reflects the highest professional standards and receives positive OFSTED reports.
- Ensure that statutory requirements, the decisions of the Governing Body/ Board of Trustees and the needs of the

students, their parents/carers, commissioners and the community are met.

- Develop an academy that is constantly seeking ways to learn and improve its performance.
- Ensure that the academy's values, ethos, policies and procedures are relevant, fair, inclusive and consistently implemented.
- Be responsible for the management, development, and resourcing of policies.
- Advise the Governing Body/Board of Trustees on the formation of the annual budget in order to ensure the academy achieves its objectives.
- To be accountable for monitoring, evaluating and reviewing, health and safety, and risk assessment of the academy ensuring that the academy provides a safe working environment for both staff and students.
- Deliver effective operational management for Chaffinch Brook financial and physical resources.
- Supervise the efficient management of the academy budget.
- Supervise effective use and development of academy premises and resources.
- Act in accordance with legislation affecting the conduct of the academy , particularly that governing health and safety matters and employment rights.

Teaching and learning

- Secure and sustain high quality teaching and effective learning across the academy.
- Monitor, evaluate and review classroom practice and promote improvement strategies; aiming for outstanding standards of teaching and learning at all times.
- Maintain high expectations amongst staff for the progress of all students.
- Determine and implement an appropriate curriculum, which motivates students and is personalised to meet individual needs.
- Promote best autism education practises
- Develop a wide range of curriculum enrichment activities.
- Lead on academy development initiatives.

- Ensure a consistent and continuous academy-wide system of pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, evaluate and report individual pupil progress.
 - Develop strategies that will promote 'Pupil Voice' and involve students in a meaningful way.
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Pupil Welfare

- Develop and give a high level of attention to effective relationships within the academy and between the academy and the local community.
 - Develop strategies which promote the highest standards of behaviour and attendance.
 - Provide nurturing and attentive pastoral care for all students.
 - Ensure that students' needs identified through their EHCP targets are addressed and met.
 - Ensure that the health and care needs of each student are assessed and consistently met.
 - Provide opportunities for students to understand and adopt healthy behaviours and lifestyles.
 - Provide opportunities for students to develop their spiritual, moral, social and cultural understanding.
 - Manage pastoral care and pupil welfare.
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Partnerships

- Maintain and create strong links and collaborative ways of working with all stakeholders including the wider community and other academies, to achieve common goals.
- To work with other public and voluntary sector agencies, and local businesses in the local community to develop curriculum opportunities.
- Work with partner agencies to protect and safeguard students.
- Foster and maintain links with regional and national special academy communities.

Data Protection

- Advise the Governing Body/ Board of Trustees on the recruitment and selection of staff, in conjunction with the People and Communication Directorate.
 - Ensure all teaching and support staff are fully informed of strategic and operational objectives.
 - Provide inspirational leadership and guidance for staff.
 - Establish staff roles and responsibilities, initiating and maintaining suitable staff performance management procedures and ensuring systematic and equitable professional development arrangements.
 - Implement the academy's Performance Management Policy and processes that will set operational and/or performance goals for all members of staff and which are clearly linked to the long-term objectives as set out in the strategic and annual improvement and development plans.
 - Ensure the development and implementation of effective HR policies and procedures for staff induction, professional development and performance review in line with academy policy.
 - Encourage and manage the on-going professional development of staff ensuring that the Continuous Professional Development (CPD) strategy is aligned with the strategic goals of The Beckmead Trust.
 - Create and develop an organisation in which staff recognise that they are accountable for the success of the academy.
 - Participate in CPD in pursuit of academy improvement and disseminate learning to appropriate academy staff.
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Safeguarding

- Have due regard for safeguarding and promoting the welfare of students ensuring that the child protection procedures are adopted and adhered to by the academy.
 - Ensure that the highest priority is given to following the guidance and regulations to safeguard children and students.
 - To ensure the safety and welfare of children, students and vulnerable adults at all times.
 - Report to the appropriate authorities any concerns relating to child protection or protection of vulnerable adults.
 - Undergo an Enhanced Disclosure and DBS checks and obtain any other statutorily required clearance.
 - Ensure all stakeholders have undergone the statutorily required clearance.
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Accountability

- Work closely with the Governing Body/ Board of Trustees.
 - Provide information, objective advice and support to the Governing Body/ Trustees to enable it to meet its responsibilities for securing effective teaching and learning; high achievement and value for money.
 - Present a coherent and accurate account of the academy's performance in a form appropriate to a range of audiences, e.g. governors and parents.
 - Ensure that parents and students are well informed about curriculum attainment and progress and are able to understand targets for improvement.
 - Work with the Governing Body/Board of Trustees to regularly review performance and development, set personal targets and take responsibility for own development.
 - Carry out such other duties as required by the Governing Body/ Board of Trustees and are commensurate within the role
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Confidentiality

This will involve treating all information acquired through employment, both formally and informally, in confidence.

There are strict rules and protocols defining employee access to and use of the Trust's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities and Diversity

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams.

As a member of the team to take individual and collective professional responsibility for championing the Trust's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should cooperate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.

Other Considerations

Whilst there are some pupils with an EHCP in mainstream schools, the environment in a special school is far more intense and continuously presents a variety of challenging situations for staff at all levels.

Person Specification

	Essential/ Desirable	How assessed*
QUALIFICATIONS		
Qualified Teacher Status (QTS)	E	AF/Cert
NPQH. An additional special qualification in SEND	D	AF/Cert
Evidence of relevant professional development at senior leadership level	E	AF
Evidence of recent relevant professional development and training, including safeguarding and financial management	E	AF
Commitment to further develop your own professional knowledge and skills	E	AF
KNOWLEDGE AND UNDERSTANDING (UP TO DATE/ CURRENT)		
An understanding of the role of extended Academy activities and the role they play in the community.	D	AF/IV
Knowledge and understanding of local and national trends and requirements in special education.	E	AF/IV
Secure knowledge and understanding of safeguarding procedures.	E	AF/IV
Knowledge and understanding of legal issues, including equal opportunities.	E	AF/IV
Knowledge and understanding of students with a wide range of moderate and complex educational needs.	E	AF/IV
Clear understanding of the role of self-evaluation in the continuous improvement of the academy.	E	AF/IV

EXPERIENCE (UP TO DATE/ CURRENT)

Experience of managing transitions to the next setting.	D	AF/IV
Experience of being the Designated Lead for Safeguarding or the Deputy Designated Lead for Safeguarding. Has undertaken the role of Designated Teacher for Looked After and Post Order Children.	D	AF/IV
Successful experience of working with a diverse community.	D	AF/IV
Experience managing an extended Academy curriculum	D	AF/IV
Substantial experience of successful leadership at Deputy Head level or above in a SEND environment.	E	AF/IV
Experience of collaborative working with vulnerable families and multi-agency teams to support students and their families.	E	AF/IV
Experience of managing change.	E	AF/IV/R
Understanding of financial planning, budgetary management and principles of best value.	E	AF/IV
Proven record of innovative curriculum design that reflects the needs of the students.	E	AF/IV/R
Experience of managing and leading a wide range of staff.	E	AF/IV
Experience as a lead for Appraisal.	E	AF/IV
Experience of planning, and evaluating an academy Development Plan.	E	AF/IV
Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision.	E	AF/IV
Experience of working successfully with governors,	E	AF/IV

parents, Local Authority and other partners.		
Evidence of implementing effective whole academy safeguarding policies and practices.	E	AF/IV
Knowledge and experience of the common inspection framework in a leadership and management role. (Ofsted)	E	AF/IV
SKILLS		
To develop and communicate a clear vision so that others are inspired to embrace it.	E	AF/IV/R
Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and students.	E	AF/IV/R
Able to prioritise and organise the demands of being a Headteacher and being able to delegate effectively.	E	AF/IV
Experience of leading and managing a wide range of staff.	E	AF/IV
Demonstrate excellent interpersonal skills, both written and oral.	E	AF/IV/R
PERSONAL AND PROFESSIONAL QUALITIES		
Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style.	E	AF/IV/R
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all students.	E	AF/IV
Ability to make difficult decisions based on putting the students first.	E	AF/IV
Ability to manage change and work under pressure	E	AF/IV
Willingness to ask for advice and support where necessary.	E	AF/IV

OTHER

Enhanced DBS Check.	E	CERT
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Willingness to undertake Physical Intervention and to access relevant training in this area is mandatory for all staff	E	AF/IV
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Above average exposure to pupils who are traumatised and disadvantaged which result in them displaying difficult and demanding behavioural problems, will require the post holder to cope with above average levels of emotional stress.	E	AF/IV
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Schools and Colleges that have pupils with behavioural difficulties mean that the post holder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols.	E	AF/IV
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Close contact with pupils may result in some exposure to bodily fluids. May require Hepatitis B vaccination.		AF/IV
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Key to how skills are assessed:*AF** = Skill assessed via application form.**IV** = Skill assessed via interview.**AT** = Skill assessed via test/work-related task.**Cert** = Certificate checked at interview.**R** = Reference.

This job description may be amended at any time in consultation with the postholder.